

APPENDIX A

DATA OF THE FIFTH GRADE STUDENTS OF MEJING ELEMENTARY SCHOOL 2010/2011

No.	Name	Sex
1.	ERNAWATI	F
2.	UMI ANNA UMMUH	F
3.	FAHMI PUJIYANTO	M
4.	RIDHAN RENATA S	M
5.	SAMANIAH	F
6.	HARINI	F
7.	SITI ZAENAB	F
8.	RIFKI ADI SAPUTRO	M
9.	TRIANA ARDIANTI	F
10.	DONI HERMAWAN	M
11.	FINDI HIDAYATUNNAFIAH	F
12.	AMALIA TRI FAHNURIZA	F
13.	ADITYA CHANDRA KESUMA	M
14.	ULINNUHA RIZKI ANANDA	M
15.	DIYAH RINA PUPUT INDRIYANI	F
16.	IKRA NAVITA SYAHARANI	F
17.	ARIFAH DWI SYAFRINA	F
18.	SRI SUSANTI	F
19.	CHOIRUL HARTANTO	M
20.	HENDRA WIJAYANTO	M
21.	SANI SARIF HIDAYAT	M
22.	RAHMADI EKO PRASETYO	M

APPENDIX B
DATA OF THE RESPONDENTS

No.	Name	Education
1.	Halida Sumardi, S. Pd.	S1 degree in Yogyakarta State University, English Teacher of Dingkikan Elementary School
2.	Ririn Nur Afriyani, S. Pd.	S1 degree in Yogyakarta State University, English Teacher in SDIT Bantul
3.	Setya Wulansari, S. Pd.	S1 degree in Yogyakarta State University, English Teacher in Kembaran Elementary School
4.	Nurul Hidayah, S. Pd.	S1 degree in Yogyakarta State University, English Teacher in Semaken Elementary School
5.	Zahrotun Nauha S.Pd.	S1 degree in Ahmad Dahlan University, English Teacher in Dekso 1 Elementary School
6.	Noviana Restuti, S.Pd	S1 degree in Ahmad Dahlan University, English Teacher of Mejing Elementary School
7.	Puji Lestari	Student of English Education Department 2006, Yogyakarta State University English teacher of Tawang Sari Elementary School
8.	Bintari Haryati	Student of English Education Department 2006, Yogyakarta State University English teacher of Mlati Elementary School
9.	Reni Nugraheni	Student of English Education Department 2006, Yogyakarta State University English teacher of Bekelan Elementary School
10.	Oviana Puspitasari	Student of English Education Department 2006, Yogyakarta State University English teacher of PE Demakijo

- Researcher's partner who teaches the developed Speaking Kits

Name : Hestiana Nur Happy

Number : 06202241021

Majority : English Department

Faculty : Department of Languages and Arts

University : Yogyakarta State University

APPENDIX C

COURSE GRID SYLLABUS

“DEVELOPING ENGLISH SPEAKING KITS FOR THE FIFTH GRADE STUDENTS OF MEJING ELEMENTARY SCHOOL”

Unit	Topic	Standard of Competence	Basic Competence	Indicators	Learning Materials	Activities	Media
1.	In the Canteen	Speaking 6. Give a very simple instructions and information in the classroom context	6.3. Use expression to give preference information involving speech acts in the appropriate context	<ul style="list-style-type: none"> - The students are able to pronounce the words related to Foods and Drinks - The students are able to use the expression of asking information about <i>like</i> and <i>dislike</i> - The students are able to respond expressions <i>like</i> and <i>dislike</i> 	Key Vocabuaries -Noun: Cake, noodles, ice cream, chips, rice, bread, juice, coffee, tea, milk, donut -Verb: like, don't like Example of Expressions of asking for preference A: Do you like noodles? B: Yes, I do	Presentation 1. The teacher introduces some kinds of foods and drinks. 2. The teacher shows some pictures of foods and drinks. 3. The teacher asks the students to pronounce the names of foods and drinks. 4. The teacher sings a song “Do you like ice cream?” 5. The teacher asks the students to sing along 6. The teacher gives examples of how to ask and respond information about likes and dislikes.	<ul style="list-style-type: none"> - Flash cards - Game cards - Game board - Song - Puppets

					<p>A: Do you like coffee? B: No, I don't</p>	<p>Practice</p> <ol style="list-style-type: none"> 1. In chorus the teacher asks the students about the preferred food or drink. "Do you like bread?" "Do you like milk?" 2. The teacher goes around and asks some students. 3. The teacher asks the students to practice it in pairs. By using card games <p>Production</p> <ol style="list-style-type: none"> 1. The students play the board game. 2. The students play a game using dice, cards and board game in groups. 3. If the player lands on an empty space, he or she passes the dice to the next students. If the player lands on a space with a food or a drink picture the whole group says in chorus "Do you like.....?" 4. If the player says yes, he or 	
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						<p>she takes a blue card. If the student says no, he or she takes a pink card</p> <p>5. The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. If they are frowning, the student moves backwards.</p>	
		6. Give a very simple instructions and information in the classroom context	6.3. Use expression to give information involving speech acts in the appropriate context	<p>The students are able to use expression of asking information.</p> <p>The students are able to respond the question of asking information.</p>	<p>Key Vocabuaries</p> <p>-Noun: Fried rice, sate, meatball, noodles, fried egg, bread, juice, coffee, tea, milk, donut</p> <p>-Verb: do, have</p> <p>Example of Expressions of asking for information.</p> <p>A: What do you have for breakfast?</p> <p>B: I have bread and</p>	<p>Presentation</p> <p>1. The teacher shows some examples of pictures of food and drink for breakfast.</p> <p>2. The teacher asks the students to pronounce the names of foods and drinks.</p> <p>3. The teacher gives examples of dialogues how to request and provide information about what they eat at breakfast by using the puppets.</p>	<p>- Flash cards</p> <p>- Puppets</p> <p>- Game cards</p>

					<p>milk for breakfast.</p>	<p>Practice</p> <ol style="list-style-type: none"> 1. In chorus the teacher asks some students about what they have at breakfast. 2. The teacher goes around and asks some students about what they have at breakfast. 3. The teacher ask the students to play cards game to practice the dialogue. 4. The students are given quarter cards that contain several food and drink 5. They are asked to make a circle. 6. One by one student asks their friends about what they eat at breakfast based on the card games orderly. <p>Production</p> <ol style="list-style-type: none"> 1. The students are asked to play <i>Zip Zap</i> game. 2. The students who are pointed should say what 	
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						<p>they have for breakfast and their friend sitting to his or her left/ right.</p> <p>3. When the teacher says <i>Zip!</i>, the students who are pointing should ask a student sitting to his or her left, for example “What do you have for breakfast?”</p> <p>4. When the teacher says <i>Zap!</i>, the students who are pointing should ask a student sitting to his or her right, for example “What do you have for breakfast?”</p>	
2.	Around the School	Speaking 6. Give a very simple instructions and information in the classroom context	6.2. Use expression to give information involving speech acts: ask for and give things	<p>The students are able to pronounce the words related to things in the classroom.</p> <p>The students are able to use expressions of ask for things in the classroom.</p>	Key Vocabuaries -Noun: Bag, pen, book, pencil, pencil case, eraser, glue, crayon, ruler, scissor, sharpener, cutter, pen. -Verb: borrow, can	Presentation 1. The teacher introduces some kinds of handy things in the classroom. 2. The teacher shows some pictures of handy things in the classroom. 3. The teacher asks the students to pronounce the names of things in the	- Flash cards - Song - Puppets - Game cards

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				<p>The students are able to respond the expressions to give things in the classroom.</p>	<p>Example of Expressions A: Can I borrow your pencil please? B: Sure here's a pen</p> <p>A: Can I borrow your book please? B: Sure here's a book</p>	<p>classroom.</p> <ol style="list-style-type: none"> The teacher sing a song "Can I borrow" The teacher asks the students to sing along. The teacher gives examples of how to ask for and give things in the classroom. <p>Practice</p> <ol style="list-style-type: none"> In chorus the teacher asks the students about things in the classroom The teacher goes around and asks some students. The teacher asks the students about things in the classroom randomly by asking "Can I borrow...?" In this phase, the students have to give and ask the things back by using "Can I borrow...?" <p>Production</p> <ol style="list-style-type: none"> Students are given quartet cards that contain several 	
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						<p>things in the classroom.</p> <ol style="list-style-type: none">2. Students play the “Borrow game” with their friend based on the card that they get.3. Students make a group of four.4. If the student has the card, he or she answers “<i>Sure here you are</i>” and give the card to the first player. If not, the player takes a card from the top of the cards in the middle.5. The student must next discard a different card from his or her hand. This card goes to the bottom of the cards in the middle.6. The first student to collect all the things in the classroom for particular group wins.	
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		6. Give a very simple instructions and information in the classroom context	6.2. Use expression to give information involving speech acts: ask for and give things	<p>The students are able to use the politeness expressions of asking permission.</p> <p>The students are able to give permissions</p>	<p>Key Vocabuaries</p> <p>-Noun: Toilet, library, canteen, computer room, teacher room, parking area, yard, mosque.</p> <p>-Verb: may, go</p> <p>Example of Expressions of asking and giving permissions</p> <p>A: Excuse me, May I go to the toilet? B: Yes, you may</p> <p>A: Excuse me, May I go to the canteen B: No, you may not</p>	<p>Presentation</p> <ol style="list-style-type: none"> 1. The teacher introduces some kinds of rooms in the school. 2. The teacher shows some pictures of rooms in the school. 3. The teacher asks the students to pronounce the names of rooms in the school. 4. The teacher gives examples of dialogues how to ask permission. <p>Practice</p> <ol style="list-style-type: none"> 1. The teacher asks the students to play the game to practice the dialogue. 2. The teacher sticks some pictures of rooms in the school on the board. 3. The students are given card of the room that they have to go. 4. The students request 	<p>- Flash cards</p> <p>- Puppets</p> <p>- Game board</p>
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						<p>permission based on their cards</p> <p>Production</p> <ol style="list-style-type: none"> 1. The students play a game using dice, cards and board game in groups. 2. The students make a group of five. 3. The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud. 4. If the player lands on an empty space, he or she passes the dice to the next students. 5. If the player lands on a space with a room picture, he or she should say the permission “May I go to...?” 6. If the whole group says yes, he or she takes a blue card. If the student says no, he or 	
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						<p>she takes a pink card</p> <p>7. The student counts the number of faces on the card.</p> <p>8. If the faces smiling, the student moves forward by the number.</p> <p>9. If they are frowning, the student moves backwards.</p>	
5.	Public places	6. Give a very simple instructions and information in the classroom context	6.1. Use expression to give information involving speech acts: giving directions	<p>The students are able to pronounce the words related to public places.</p> <p>The students are able to use the expression to ask information of a place/ location of an object.</p> <p>The students are able to give the direction to a place.</p> <p>The students are able to find the place in the map based on the information.</p>	<p>Key Vocabuaries</p> <p>-Noun: canteen, classroom, hospital, library, mosque, parking area, playground, supermarket, toilet,</p> <p>-Verb: go straight, turn left, turn right</p> <p>- Preposition: Next to, beside, behind, between, in front of, on the right of, on the left of,</p>	<p>Presentation</p> <p>1. The teacher introduces the materials of 'Public places'.</p> <p>2. The teacher shows some pictures of public places.</p> <p>3. The teacher asks the students to pronounce the names of public places.</p> <p>4. The teacher sings a song "Where is the school?"</p> <p>5. The teacher asks the students to sing along.</p> <p>6. The teacher gives examples of how to ask the location of places associated with the public places by using</p>	<p>- Flash cards</p> <p>- Game cards</p> <p>- Game board</p> <p>- Song</p> <p>- Puppets</p>

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					<p>Example of Expressions to Give Direction</p> <p><i>A: Excuse me, Where is the Bank?</i></p> <p><i>B: Turn right, go straight, and then turn left</i></p>	<p>the puppets.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. The teacher asks the students to play the board game to practice the dialogue. 2. If the child lands on a space with a public places picture, the whole group should ask the question “Where is the...?” 3. The students answer the question based on the picture board. If the answer is correct, the student moves forward to the place on the card. If the answer is wrong, the student does not move. <p>Production</p> <ol style="list-style-type: none"> 1. The students are given map that contains several pictures of public places. 2. In pairs, the students are 	
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						<p>asked to complete the map.</p> <p>3. The students are given different map.</p> <p>4. They ask their partner based on the map that they get.</p>	
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APPENDIX D

**The First Draft of the English
Speaking Kits**



English Speaking Kits for the Fifth Grade Students of Elementary School

In the Canteen



Objectives:

- The students are able to use the expressions of asking information about *likes* and *dislikes*. “*Do you like pizza?*”
- The students are able to respond to expressions of *likes* and *dislikes*. “*Yes, I do / No, I don’t*”
- The students are able to use the expressions of asking information. “*What do you have for breakfast?*”
- The students are able to answer the expressions of asking information. “*I have pizza, milk, and noodles for breakfast*”



Warming Up

- The teacher asks students about their favourite foods.
- Teacher can use the flash cards that are available.
- Teacher can show the foods cards and ask the students classically or one-by one about the foods that they like.

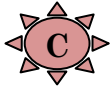


Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of foods and drinks.
- Show the flash cards, to introduce the pictures of 'Foods and Drinks' to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of 'Foods and Drinks' correctly.



**Song**

Do you like ice cream?

Do you like ice cream?

Yes I do..

Do you like coffee?

No I don't

I like ice cream, I like noodles

I don't like coffee

Do..do..do..



- The song is used to introduce a new language expression to the students.
- Play the “Do You like Ice Cream?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.



Puppets



- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing the “Do You like Ice Cream?” song in the class.
- Use the puppets as models to give examples of how to ask and to respond the expressions of *likes* and *dislikes* to the students.
- Use the puppets as models to give examples of how to use expressions, “*What do you have for breakfast?*” and responds to the question of asking information, “*I have for breakfast*”.





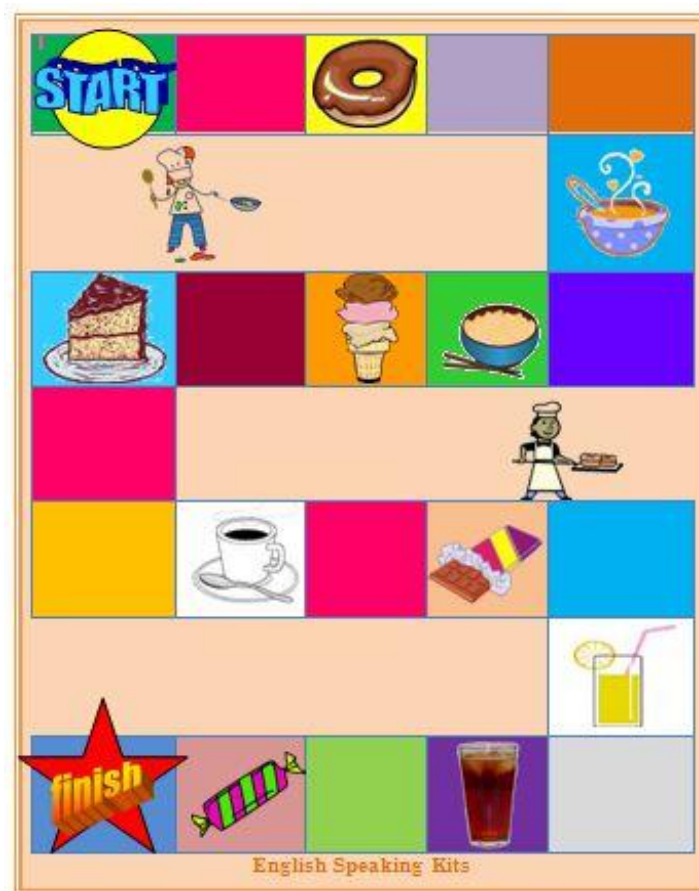
Game Cards



- The game cards are used in the “Zip Zap” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Give the cards to the students, one card for each of them.
- Ask the students to make a circle. The teacher stands in the middle. Point to a student and say either *Zip!* or *Zap!*.
- When the teacher says *Zip!*, the students who are pointing should ask a student sitting to his or her left, for example “What do you have for breakfast?”
- When the teacher says *Zap!*, the students who are pointing should ask a student sitting to his or her right, for example “What do you have for breakfast?”
- The students can answer the questions “What do you have for breakfast?” based on a card that they get.



Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with a food or a drink picture the whole group says in chorus "Do you like.....?"
- If the player says yes, he or she takes a blue card. If the student says no, he or she takes a pink card
- The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. .If they are frowning, the student moves backwards.

All Around the School



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Objectives:

- The students are able to use expressions of asking for things in the classroom, "Can I borrow your please?"
- The students are able to answer the expressions of giving things in the classroom, "Sure here you are", "Sorry I don't have it"
- The students are able to use the politeness expressions of asking permission, "Excuse me, May I go to the.....?"
- The students are able to give permissions, "Yes, you may", "No, you may not"

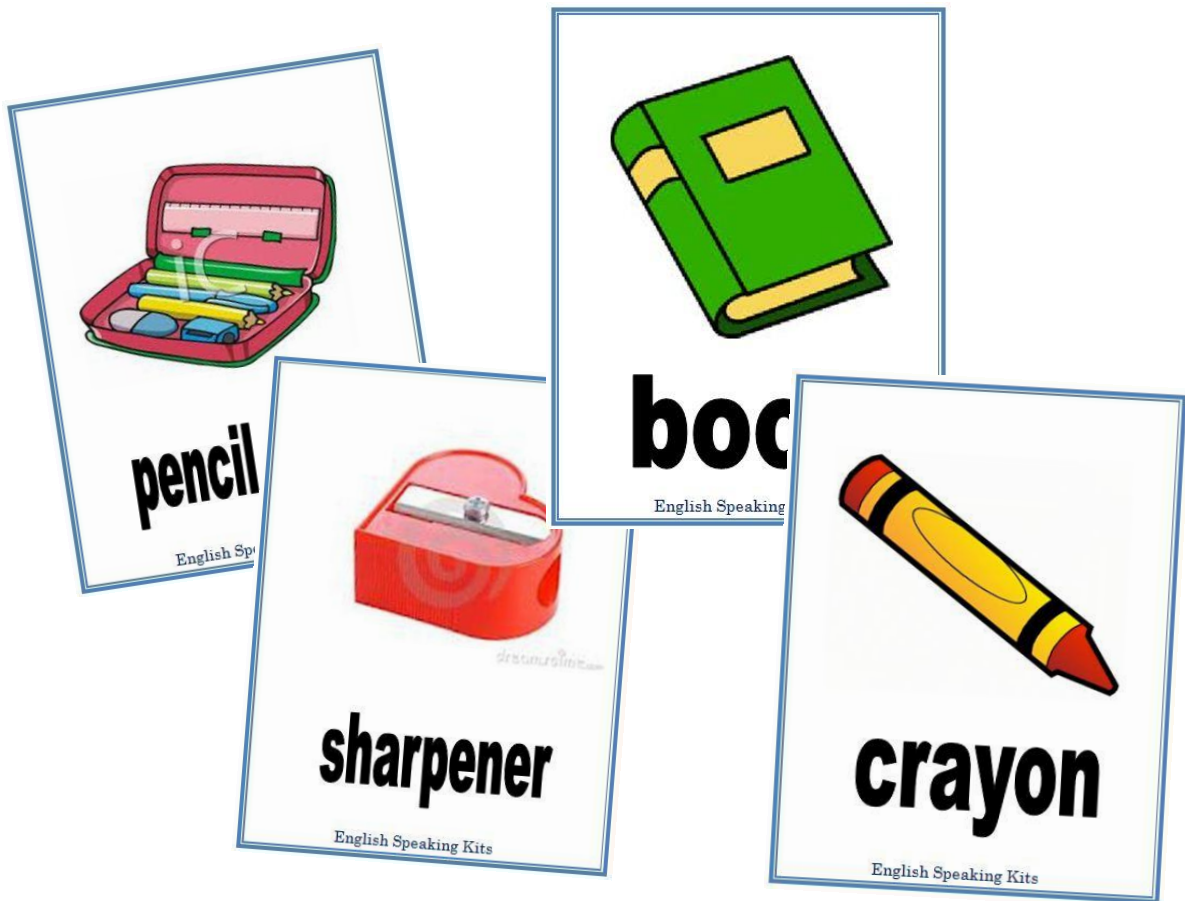


Warming Up

- The teacher introduces some handy things in the classroom.
- The teacher introduces rooms at the school.
- Teacher can use the flash cards that are available.



Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of handy things in the classroom.
- Show the flash cards, to introduce the pictures of things in the classroom to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of things in the classroom correctly.



**Song**

Can I borrow your pencil?

Can I borrow your pencil?

Your pencil.. Your pencil..

Can I borrow your pencil?

Sure here you are



- The song is used to introduce a new language expression to the students.
- Play the “Can I borrow your pencil?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.



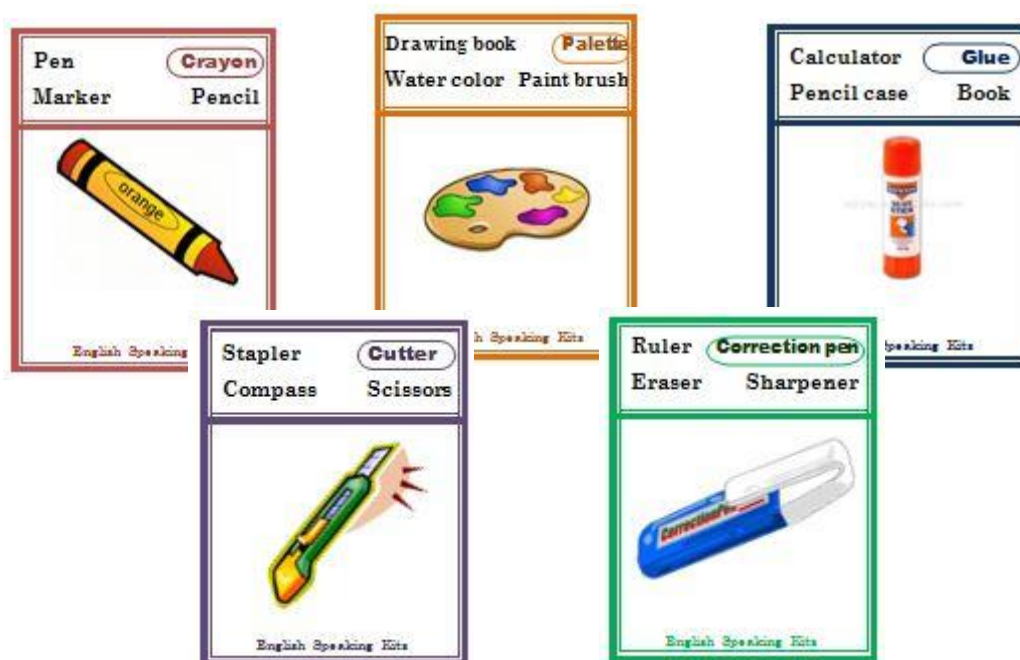
Puppets



- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Can I borrow your pencil?” song in the class.
- Use the puppets as models to give examples of how use expressions of ask for things in the classroom, “Can I borrow your ... please?” and respond the expressions to give things in the classroom, “Sure here you are”
- Use the puppets as models to give examples of how to use the politeness expressions of asking permission, “Excuse me, May I go to the ...?” and responds to the question of asking permission, “Yes, you may” or “No, you may not”



Game Cards



- The game cards are used in the “Borrow” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Divide the class into groups of 4-5.
- Mix the game cards and distribute them to the students.
- The first player chooses another student and asks “*Can I borrow your...please?*”
- If the student has the card, he or she answers “*Sure here you are*” and give the card to the first player. If not, the player takes a card from the top of the cards in the middle.
- The student must next discard a different card from his or her hand. This card goes to the bottom of the cards in the middle.
- The first student to collect all the things in the classroom for particular group wins.



Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with a room picture, he or she should say the permission "May I go to...?"
- If the whole group says yes, he or she takes a blue card. If the student says no, he or she takes a pink card
- The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. If they are frowning, the student moves backwards.

Public Places



Objectives:

- The students are able to use the expression to ask information of certain places or locations. "Where is the ...?"
- The students are able to give the directions to a place. "It is next to the ...", "It is between the ... and the ..."
- The students are able to find a place in the map based on the information given.



Warming Up

- The teacher asks students about public places.
- Teacher can use the flash cards that are available.
- Teacher can show the cards and ask the students classically or one-by one about the public places that they know.



Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some public places.
- Show the flash cards, to introduce the pictures of public places to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of the public places correctly.





Song

Where is the school?

Where is the school?

Where is the school?

Do you know?

Do you know?

It is next to the bank

It is next to the bank

Now I know

Now I know



- The song is used to introduce a new language expression to the students.
- Play the “Where is the school?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.



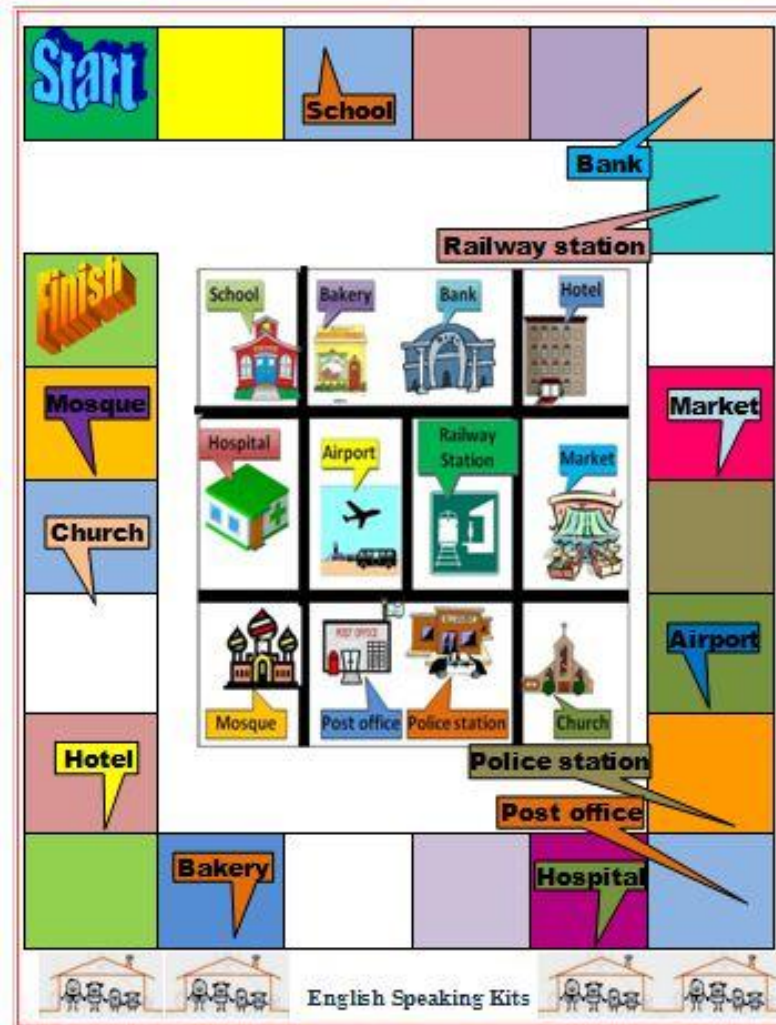
Puppets



- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Where is the school?” song in the class.
- Use the puppets as models to give examples of how use the expression to ask information of certain places or locations of an object “Where is the...?”
- Use the puppets as models to give examples of how to give the directions to a place “It is next to the ...”, “It is between the ... and the ...”



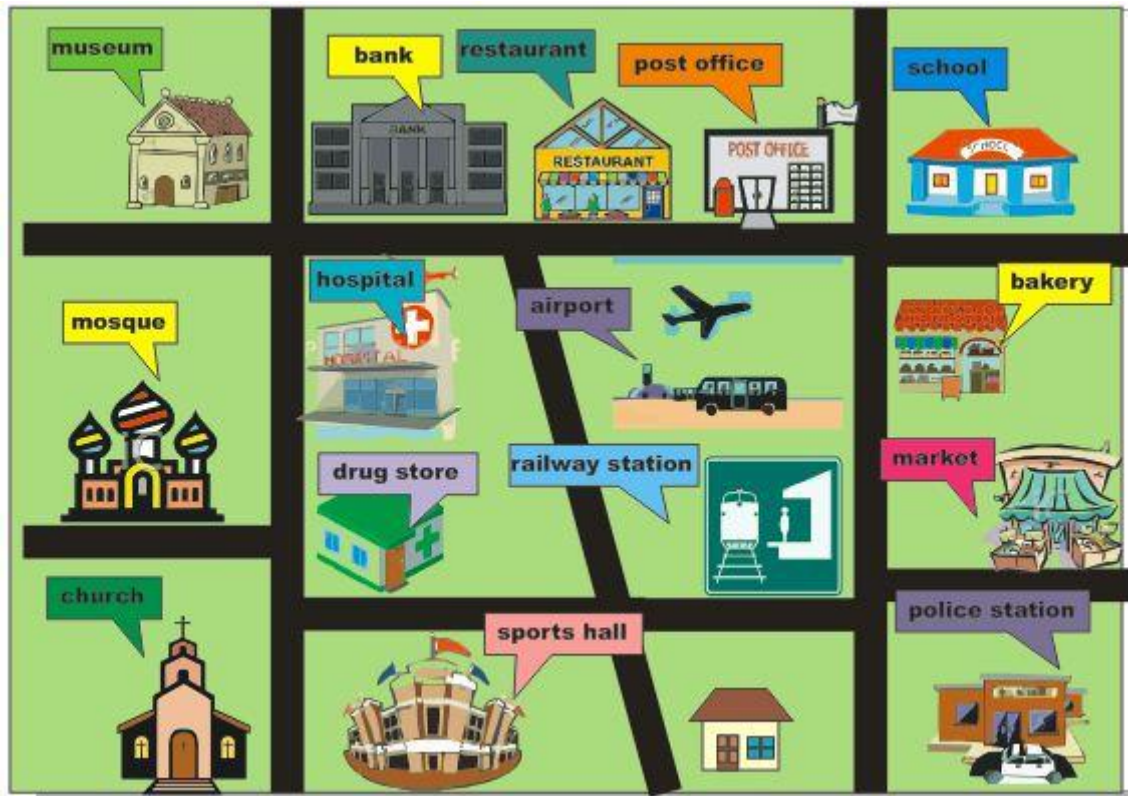
Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with public places pictures, the whole group should ask the question "Where is the...?"
- The player answers the question based on the picture.
- If the answer is correct, the student moves forward to the next place on the board.
- If the answer is wrong, the student does not move.

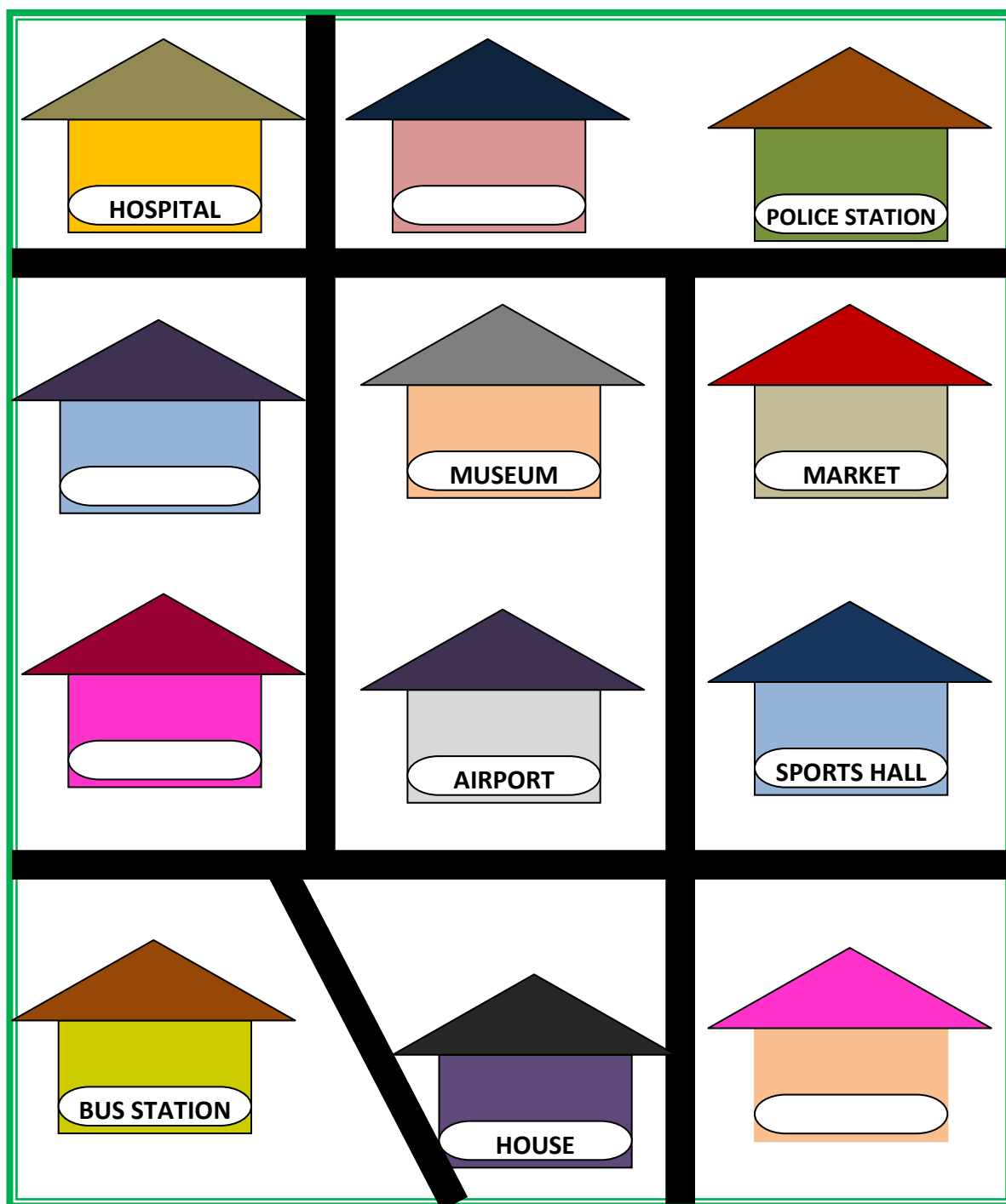


Map



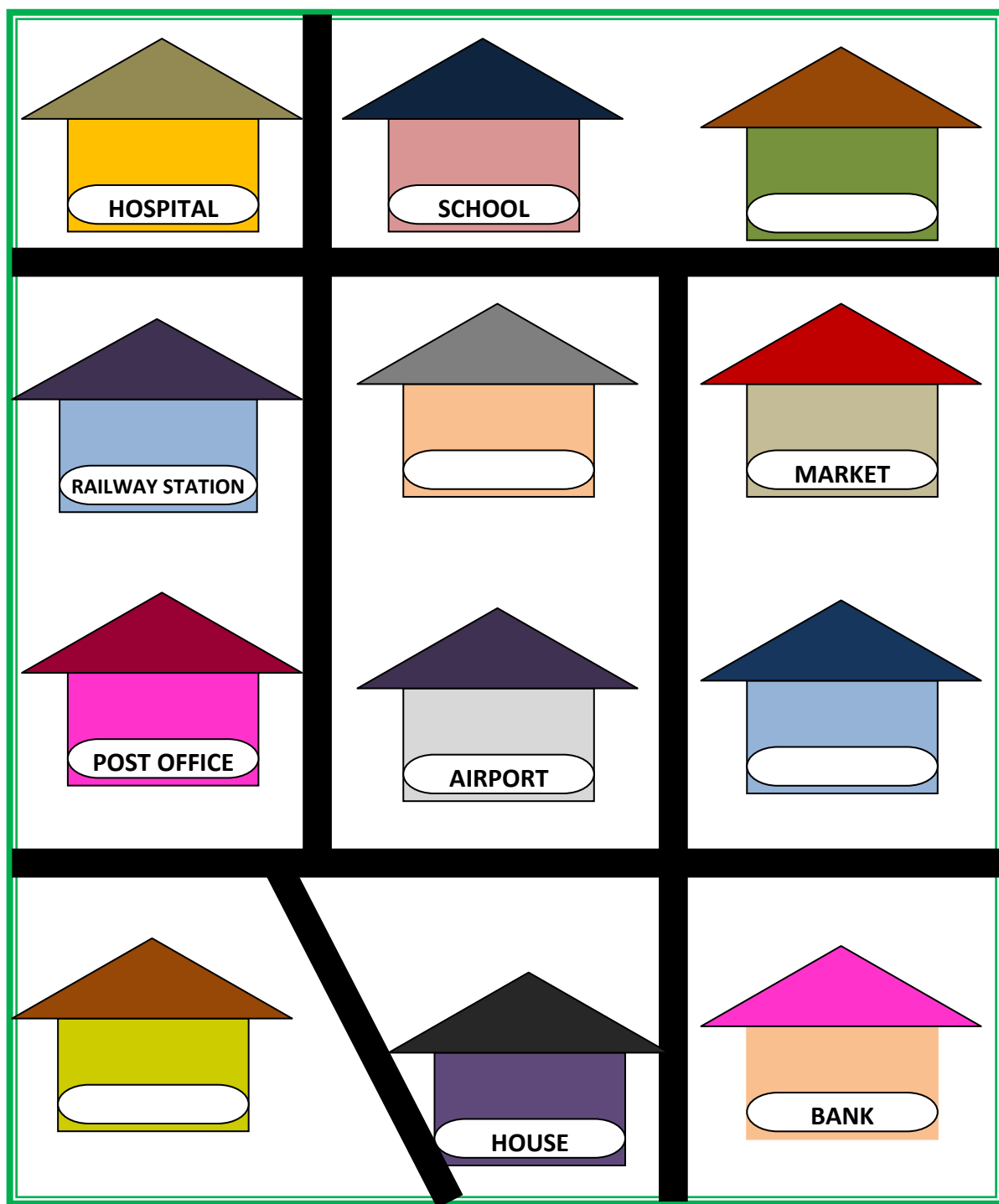
- The map is used to help the students to acquire the expressions of asking and giving information of certain places or locations.
- Hang the map on the board in front of the class.
- Ask the students to read the names of public places contained in the map.
- Give the students examples of expressions to ask information the location and to give the directions to a certain place based on the map.

- After the students study this map, they are directed to learn some expressions giving directions of a certain place.
- Ask the students to make a group of two.
- Distribute different maps to the students. The teacher can copy the maps that are presented in the next page.
- Ask the students to complete the maps in pairs.
- They ask their partners the location of a certain place based on the map that they get.



Ask your pairs the location of these places!

- School
- Post office
- Railway station
- Bank



Ask your pairs the location of these places!

- Police station
- Sports hall
- Museum
- Bus station

APPENDIX E

**The Second Draft of the English
Speaking Kits**



**English Speaking Kits for the Fifth Grade
Students of Elementary School**

In the Canteen



Objectives:

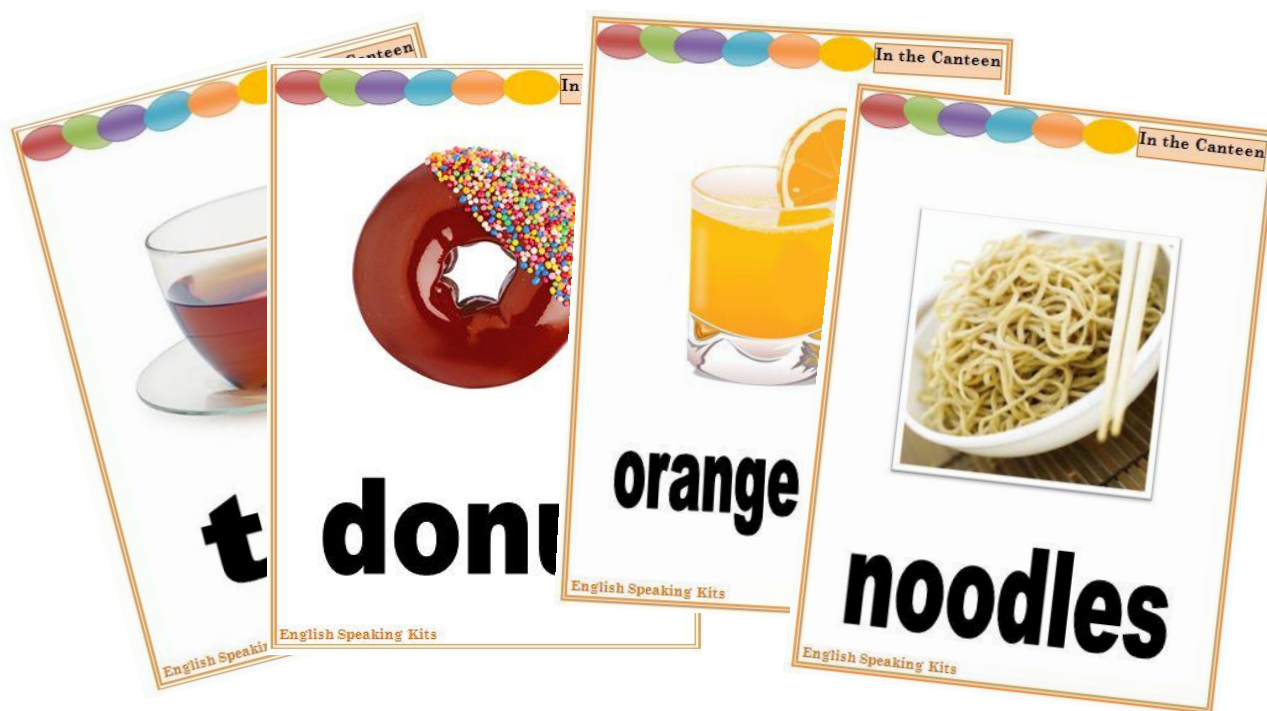
- The students are able to use the expressions of asking information about *likes* and *dislikes*. “*Do you like pizza?*”
- The students are able to respond to expressions of *likes* and *dislikes*. “*Yes, I do/ No, I don’t*”
- The students are able to use the expressions of asking information. “*What do you have for breakfast?*”
- The students are able to answer the expressions of asking information. “*I have pizza, milk, and noodles for breakfast*”



Warming Up

- The teacher asks students about their favourite foods.
- Teacher can use the flash cards that are available.
- Teacher can show the foods cards and ask the students classically or one-by one about the foods that they like.

Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of foods and drinks.
- Show the flash cards, to introduce the pictures of 'Foods and Drinks' to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of 'Foods and Drinks' correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan beberapa jenis makanan dan minuman kepada siswa.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar makanan dan minuman kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama makanan dan minuman yang telah ditunjukkan sebelumnya.



Song

Do you like ice cream?

//5 5 Do you	1 .1 like	1 .1 ice	1 .1/ cream?
/7 .1 Yes I	2 do..	.	.
/5 5 Do you	2 .2 like	2 .2 co-	2 .2/ ffee?
/1 .2 No I	3 don't....	.	.
/2 3 I	4 4 like	4 4 ice	6 / cream
/1 4 I	3 3 like	3 2 noo-	1 / dles
/7 1 I don't	2 2 like	2 2 co-	2 / ffee
/1 7 Do do	1 do..	.	.



- The song is used to introduce a new language expression to the students.
- Play the “Do You like Ice Cream?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan
- Perdengarkan lagu “Do You like Ice Cream?” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.



Puppets



- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing the “Do You like Ice Cream?” song in the class.
- Use the puppets as models to give examples of how to ask and to respond the expressions of *likes* and *dislikes* to the students.
- Use the puppets as models to give examples of how to use expressions, “*What do you have for breakfast?*” and responds to the question of asking information, “*I have for breakfast*”.

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “Do You like Ice Cream?” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta dan merespon ekspresi *likes* dan *dislikes* kepada siswa.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta informasi “*What do you have for breakfast?*” dan merespon informasi “*I have for breakfast*”.



Game Cards

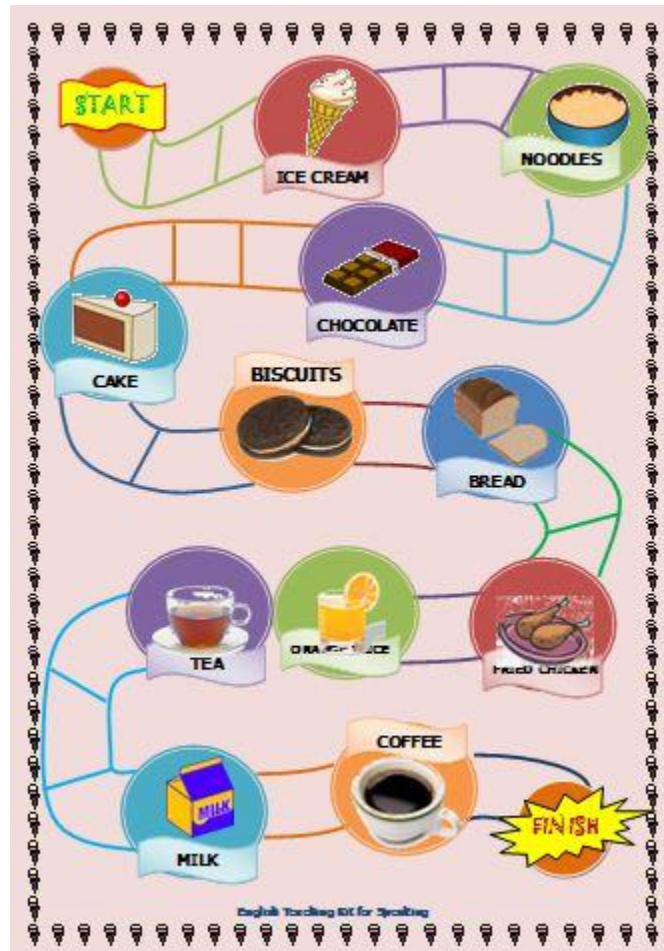


- The game cards are used in the “Zip Zap” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Give the cards to the students, one card for each of them.
- Ask the students to make a circle. The teacher stands in the middle. Point to a student and say either *Zip!* or *Zap!*.
- When the teacher says *Zip!*, the students who are pointing should ask a student sitting to his or her left, for example “What do you have for breakfast?”
- When the teacher says *Zap!*, the students who are pointing should ask a student sitting to his or her right, for example “What do you have for breakfast?”
- The students can answer the questions “What do you have for breakfast?” based on a card that they get.

- *Game cards* digunakan dalam permainan “Zip Zap”. Dimaksudkan untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya.
- Bagikan *game cards* kepada siswa, setiap siswa mendapat satu buah kartu.
- Mintalah siswa untuk membuat lingkaran. Guru berdiri di tengah lingkaran. Tunjuk siswa sambil mengucapkan *Zip!* atau *Zap!*.
- Ketika guru mengatakan *Zip!*, siswa yang ditunjuk harus menanyakan kepada teman yang duduk di sebelah kiri dengan menggunakan ungkapan “*What do you have for breakfast?*”
- Ketika guru mengatakan *Zap!*, siswa yang ditunjuk harus menanyakan kepada teman yang duduk di sebelah kanan dengan menggunakan ungkapan “*What do you have for breakfast?*”
- Siswa dapat menjawab pertanyaan ungkapan “*What do you have for breakfast?*” berdasarkan kartu yang telah mereka peroleh.



Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with a food or a drink picture the whole group says in chorus "Do you like.....?"
- If the player says yes, he or she takes a blue card. If the student says no, he or she takes a pink card
- The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. .If they are frowning, the student moves backwards.

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar makanan atau minuman, seluruh pemain dalam kelompok tersebut secara bersamaan mengucapkan “*Do you like.....?*”
- Jika pemain mengatakan “ya” maka pemain tersebut mengambil kartu berwarna biru. Jika “tidak” maka pemain tersebut harus mengambil kartu berwarna pink.
- Pemain menghitung gambar wajah yang terdapat dalam kartu. Jika gambar wajah tersebut tersenyum, pemain dapat berjalan terus menurut jumlah gambar wajah yang ada. Jika tidak maka ia harus berjalan mundur.

All Around the School



Objectives:

- The students are able to use expressions of asking for things in the classroom, "Can I borrow your please?"
- The students are able to answer the expressions of giving things in the classroom, "Sure here you are", "Sorry I don't have it"
- The students are able to use the politeness expressions of asking permission, "Excuse me, May I go to the.....?"
- The students are able to give permissions, "Yes, you may", "No, you may not"



Warming Up

- The teacher introduces some handy things in the classroom.
- The teacher introduces rooms at the school.
- Teacher can use the flash cards that are available.

B Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of handy things in the classroom.
- Show the flash cards, to introduce the pictures of things in the classroom to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of things in the classroom correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan kepada siswa beberapa jenis benda-benda yang mudah dibawa, yang terdapat didalam kelas.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar benda-benda tersebut kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama benda yang ada di dalam kelas yang telah ditunjukkan sebelumnya.



Song

Can I borrow your pencil?

//5	. 6	5	4 /
Can	I	bo-	rrow
/3	4	5	. /
Your	pen-	cil	
/2	3	4	. /
Your	pen-	cil	
/5	. 6	5	4 /
Can	I	bo-	rrow
/3	4	5	. /
Your	pen-	cil	
/2	5	3	1 /
Sure	here	you	are



- The song is used to introduce a new language expression to the students.
- Play the “Can I borrow your pencil?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan.
- Perdengarkan lagu “*Can I borrow your pencil?*” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.

Puppets

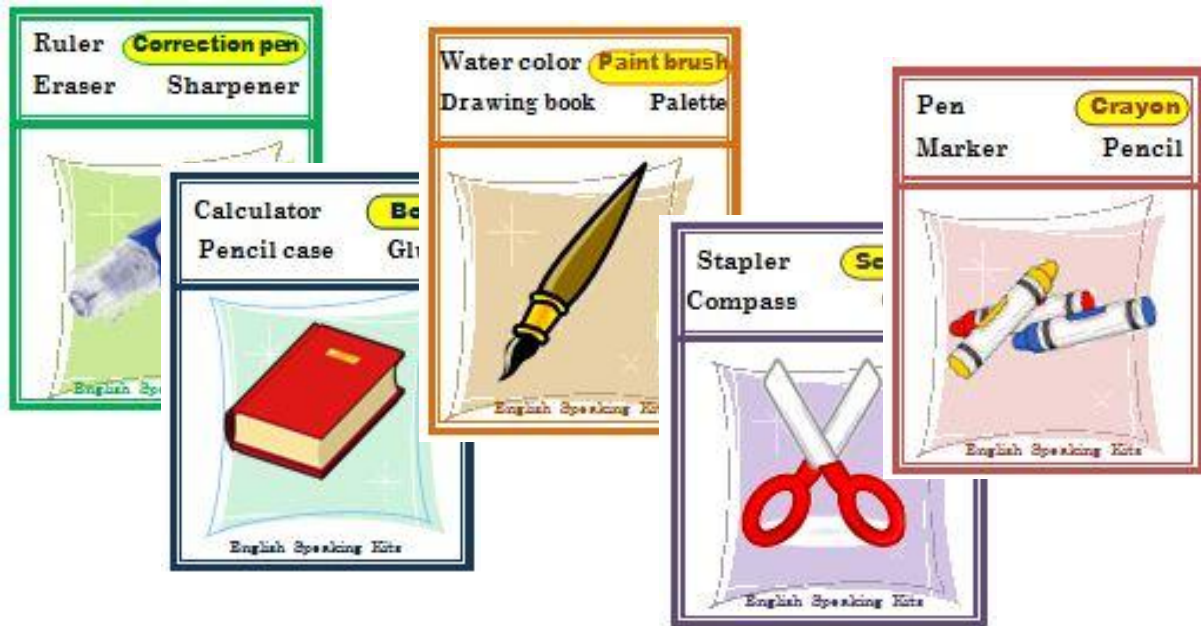


- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Can I borrow your pencil?” song in the class.
- Use the puppets as models to give examples of how use expressions of ask for things in the classroom, “Can I borrow your ... please?” and respond the expressions to give things in the classroom, “Sure here you are”
- Use the puppets as models to give examples of how to use the politeness expressions of asking permission, “Excuse me, May I go to the ...?” and responds to the question of asking permission, “Yes, you may” or “No, you may not”

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “*Can I borrow your pencil?*” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta sesuatu dalam konteks kelas “*Can I borrow your ... please?*” dan merespon ekspresi “*Sure here you are*” kepada siswa.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan menggunakan ungkapan kesopanan untuk meminta izin “*Excuse me, May I go to the ...?*” dan merespon “*Yes, you may*” atau “*No, you may not*”.



Game Cards



- The game cards are used in the “Borrow” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Divide the class into groups of 4-5.
- Mix the game cards and distribute them to the students.
- The first player chooses another student and asks “*Can I borrow your...please?*”
- If the student has the card, he or she answers “*Sure here you are*” and give the card to the first player. If not, the player takes a card from the top of the cards in the middle.
- The student must next discard a different card from his or her hand. This card goes to the bottom of the cards in the middle.
- The first student to collect all the things in the classroom for particular group wins.

- *Game cards* digunakan dalam permainan “*Borrow game*”. Dimaksudkan untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya.
- Bagi siswa menjadi beberapa grup terdiri dari empat atau lima orang.
- Acak kartu dan kepada siswa.
- Pemain pertama memilih siswa lain dan menanyakan “*Can I borrow your...please?*”
- Jika siswa tersebut memiliki kartu yang diinginkan, maka ia harus menjawab “*Sure here you are*” dan memberikan kartu yang diminta oleh pemain pertama. Jika siswa tidak memiliki kartu tersebut, maka ia harus mengambil dari tumpukan kartu yang ada ditengah.
- Pemain harus membuang kartu yang tidak digunakan dengan cara menaruh kartu tersebut di tumpukan kartu yang paling bawah.
- Pemain pertama yang berhasil mengumpulkan kartu- kartu dalam kelompok tertentu menang.

The floor plan shows a school building with the following rooms and areas:

- Headmaster room**: Located at the top center, featuring a man in a suit sitting at a desk.
- Toilet**: Located on the left side, featuring a person using a toilet.
- Laboratory**: Located on the right side, featuring a person in a lab coat working with equipment.
- Classroom**: Located in the middle left, featuring a teacher at a blackboard and students at desks.
- Parking lot**: Located in the middle, featuring a car parked in a designated area.
- Computer room**: Located on the left side, featuring several computer monitors.
- School yard**: Located in the middle right, featuring a group of children playing outdoors.
- Teacher room**: Located on the right side, featuring a group of teachers sitting around a table.
- Staff room**: Located at the bottom left, featuring a person working at a desk.
- Canteen**: Located at the bottom center, featuring a person serving food at a counter.
- Library**: Located at the bottom right, featuring a person reading a book.

The path starts at a yellow banner labeled **START** and ends at a yellow banner labeled **FINISH**.

- 14

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar tempat di sekitar sekolah, maka pemain dalam tersebut mengucapkan “*May I go to...?*”
- Jika seluruh pemain mengatakan “ya” maka pemain tersebut mengambil kartu berwarna biru. Jika “tidak” maka pemain tersebut harus mengambil kartu berwarna pink.
- Pemain menghitung gambar wajah yang terdapat dalam kartu. Jika gambar wajah tersebut tersenyum, pemain dapat berjalan terus menurut jumlah gambar wajah yang ada. Jika tidak maka ia harus berjalan mundur.

Public Places



Objectives:

- The students are able to use the expression to ask information of certain places or locations. "Where is the ...?"
- The students are able to give the directions to a place. "It is next to the ...", "It is between the ... and the ..."
- The students are able to find a place in the map based on the information given.



Warming Up

- The teacher asks students about public places.
- Teacher can use the flash cards that are available.
- Teacher can show the cards and ask the students classically or one-by one about the public places that they know.

B Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some public places.
- Show the flash cards, to introduce the pictures of public places to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of the public places correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan kepada siswa beberapa tempat umum.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar tempat- tempat umum tersebut kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama benda yang ada di dalam kelas yang telah ditunjukkan sebelumnya.



Song

Where is the school?

//1 Where	2 is	3 the	1 / school?	/1 Where	2 is	3 the	1 / school?
/3 Do	4 you	5 know	. / ?	/3 Do	4 you	5 know	. / ?
/5 6 It is	5 4 next to	3 the	1 / bank	/5 6 It is	5 4 next to	3 the	1 / bank
/3 Now	5 I	1 know...	. /	/3 Now	5 I	1 know...	. /



- The song is used to introduce a new language expression to the students.
- Play the “Where is the school?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan.
- Perdengarkan lagu “Where is the school?” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.



Puppets

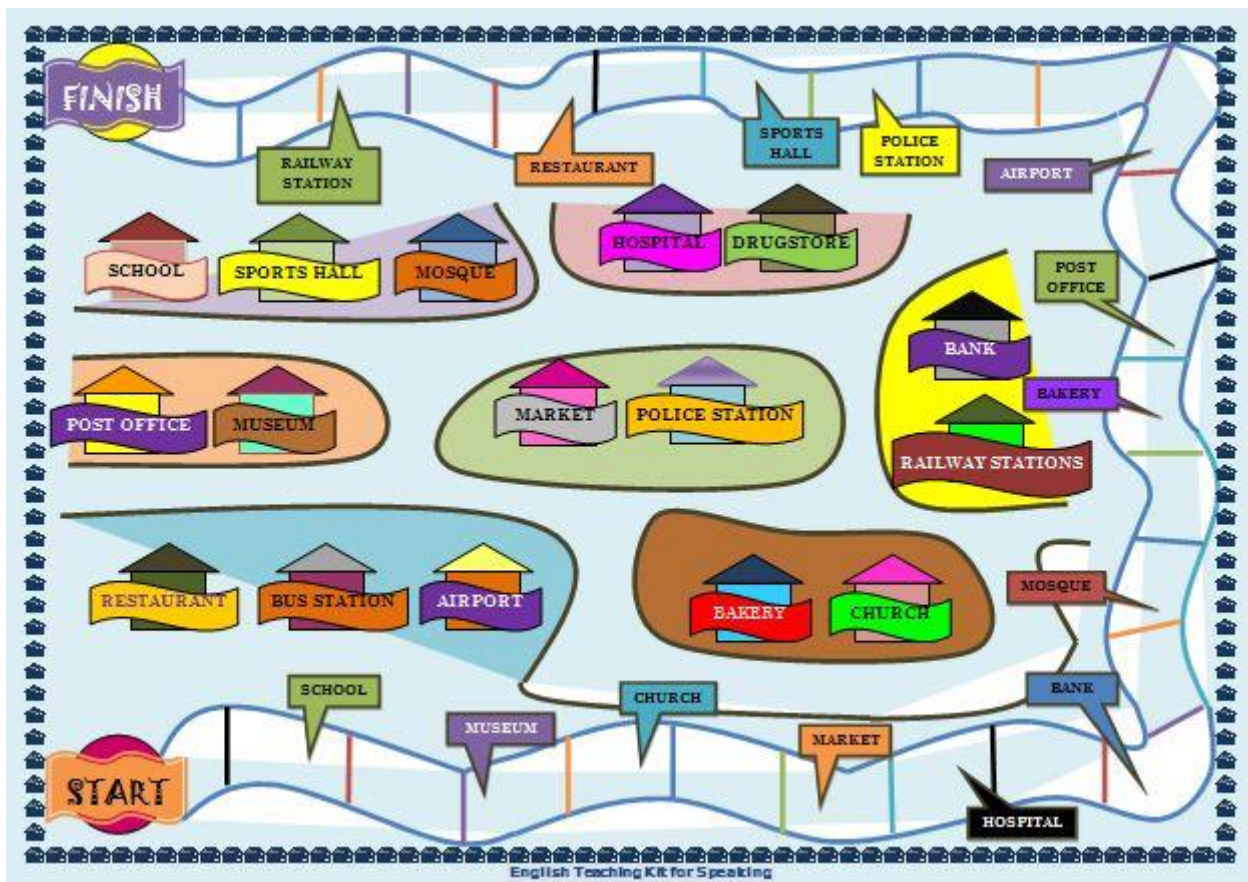


- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Where is the school?” song in the class.
- Use the puppets as models to give examples of how use the expression to ask information of certain places or locations of an object “Where is the...?”
- Use the puppets as models to give examples of how to give the directions to a place “It is next to the ...”, “It is between the ... and the ...”

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “*Where is the school?*” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan menanyakan lokasi mengenai tempat- tempat umum kepada siswa “*Where is the...?*”
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan untuk menunjukan lokasi suatu tempat “*It is next to the ...*”, “*It is between the ... and the ...*”



Game Board

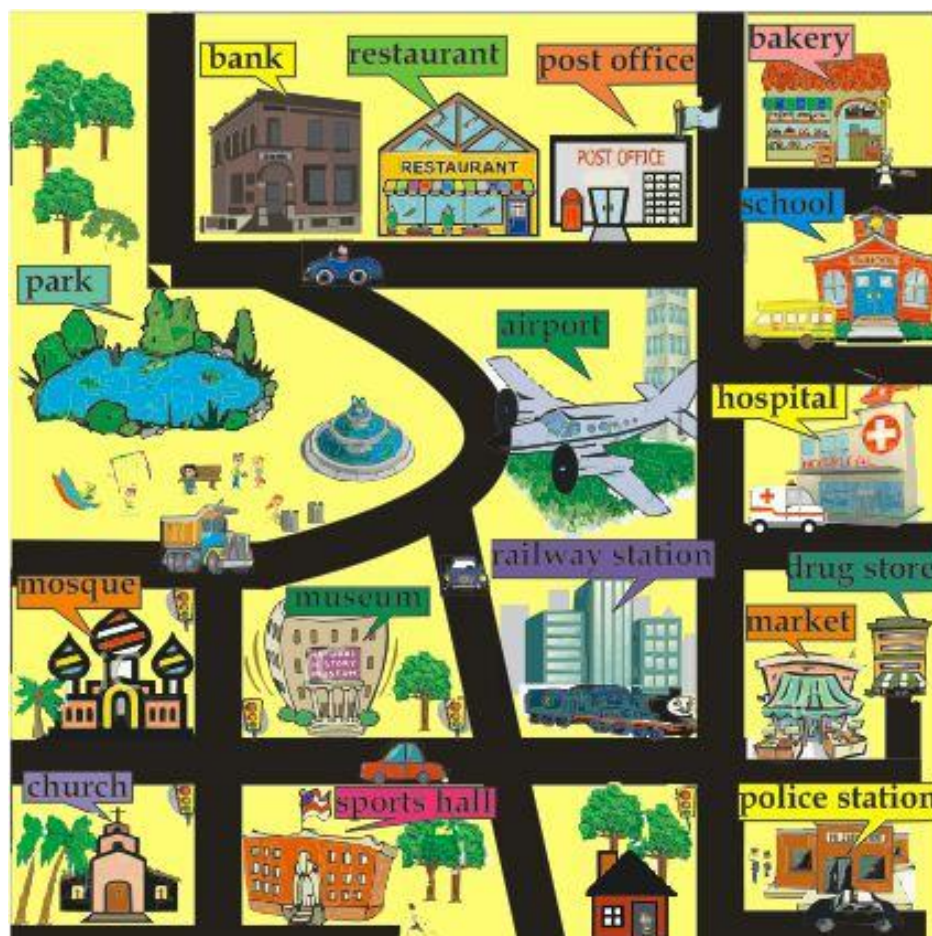


- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with public places pictures, the whole group should ask the question "Where is the...?"
- The player answers the question based on the picture.
- If the answer is correct, the student moves forward to the next place on the board.
- If the answer is wrong, the student does not move.

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar tempat umum, seluruh pemain dalam kelompok tersebut secara bersamaan menanyakan “*Where is the...?*”
- Pemain menjawab pertanyaan berdasarkan gambar dalam *game board*.
- Jika jawaban pemain benar, pemain tersebut maju satu langkah.
- Jika jawaban pemain benar, pemain tersebut tetap berada di kotak tersebut.



Map

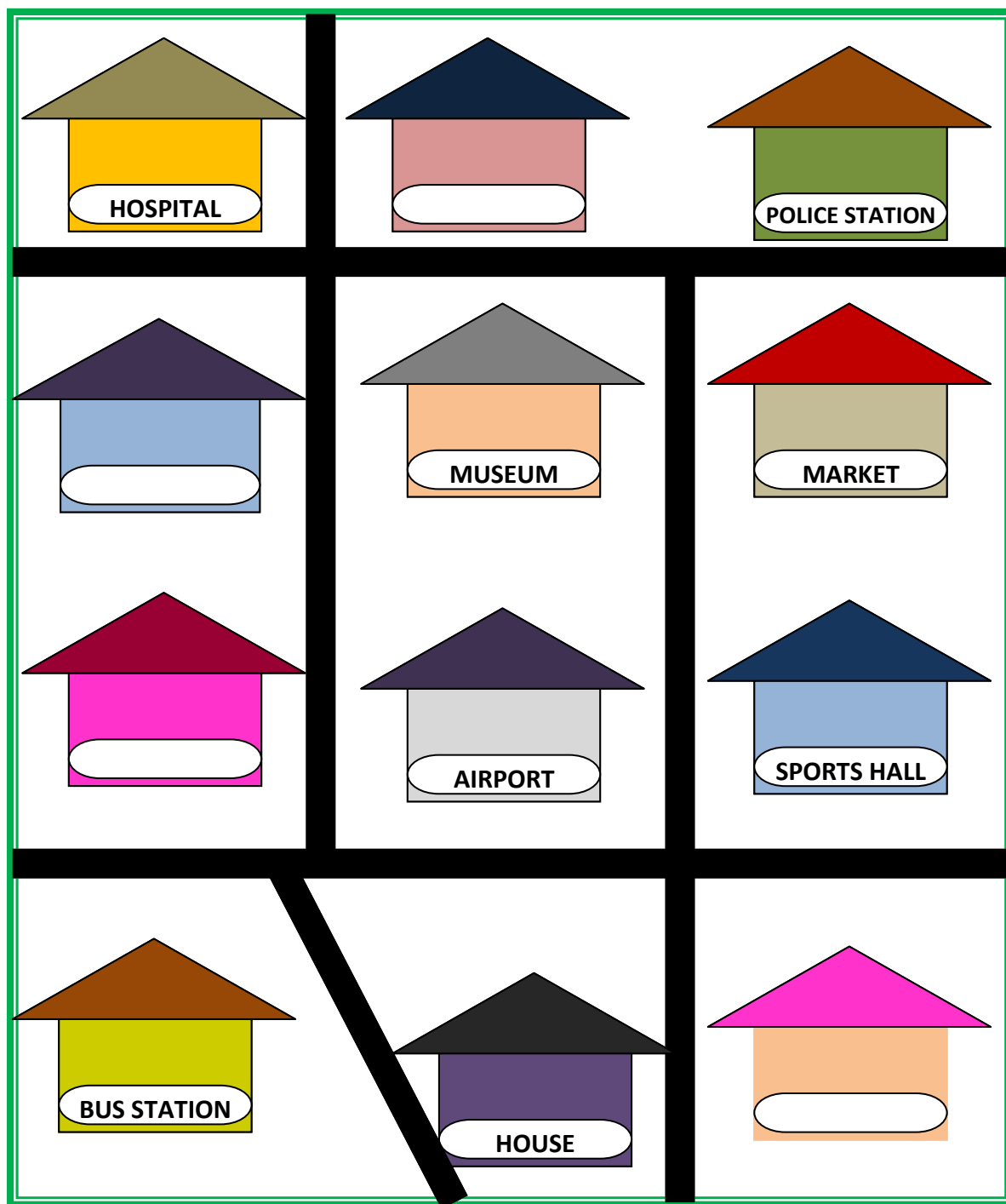


- The map is used to help the students to acquire the expressions of asking and giving information of certain places or locations.
- Hang the map on the board in front of the class.
- Ask the students to read the names of public places contained in the map.
- Give the students examples of expressions to ask information the location and to give the directions to a certain place based on the map.

- Peta digunakan untuk membantu siswa dalam mempelajari ungkapan meminta dan memberi informasi mengenai lokasi suatu tempat.
- Gantungkan peta pada papan tulis yang berada di depan kelas.
- Mintalah siswa untuk membaca nama- nama tempat umum yang ada di dalam peta tersebut.
- Berilah siswa contoh ungkapan untuk menanyakan lokasi suatu tempat dan memberikan petunjuk arah pada tempat tersebut.

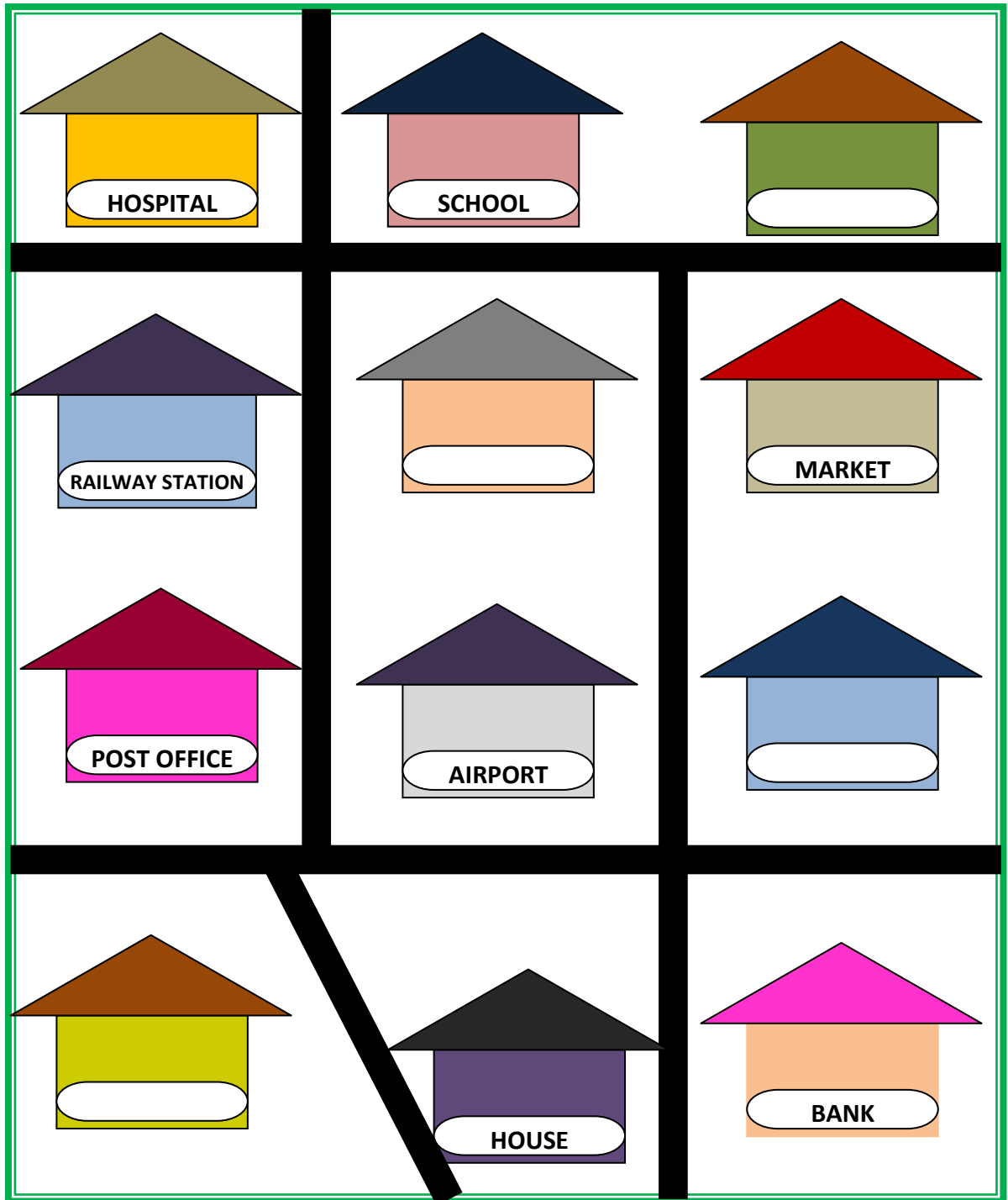
- After the students study this map, they are directed to learn some expressions giving directions of a certain place.
- Ask the students to make a group of two.
- Distribute different maps to the students. The teacher can copy the maps that are presented in the next page.
- Ask the students to complete the maps in pairs.
- They ask their partners the location of a certain place based on the map that they get.

- Setelah siswa mempelajari peta, mereka diarahkan untuk mempelajari beberapa ungkapan untuk memberitahu arah suatu tempat.
- Mintalah siswa untuk membuat kelompok, terdiri dari dua orang.
- Bagikan peta yang berbeda pada kedua siswa tersebut. Guru dapat menggandakan peta yang ada pada halaman berikutnya.
- Mintalah siswa melengkapi peta secara berpasangan.
- Siswa menanyakan kepada pasangannya lokasi tempat tertentu berdasarkan peta yang mereka dapat.



Ask your pairs the location of these places!

- School
- Post office
- Railway station
- Bank



Ask your pairs the location of these places!

- Police station
- Sports hall
- Museum
- Bus station

APPENDIX F

**The Final Product of the English
Speaking Kits**



**English Speaking Kits for the Fifth Grade
Students of Elementary School**

In the Canteen



Objectives:

- The students are able to use the expressions of asking information about *likes* and *dislikes*. “*Do you like pizza?*”
- The students are able to respond to expressions of *likes* and *dislikes*. “*Yes, I do/ No, I don’t*”
- The students are able to use the expressions of asking information. “*What do you have for breakfast?*”
- The students are able to answer the expressions of asking information. “*I have pizza, milk, and noodles for breakfast*”

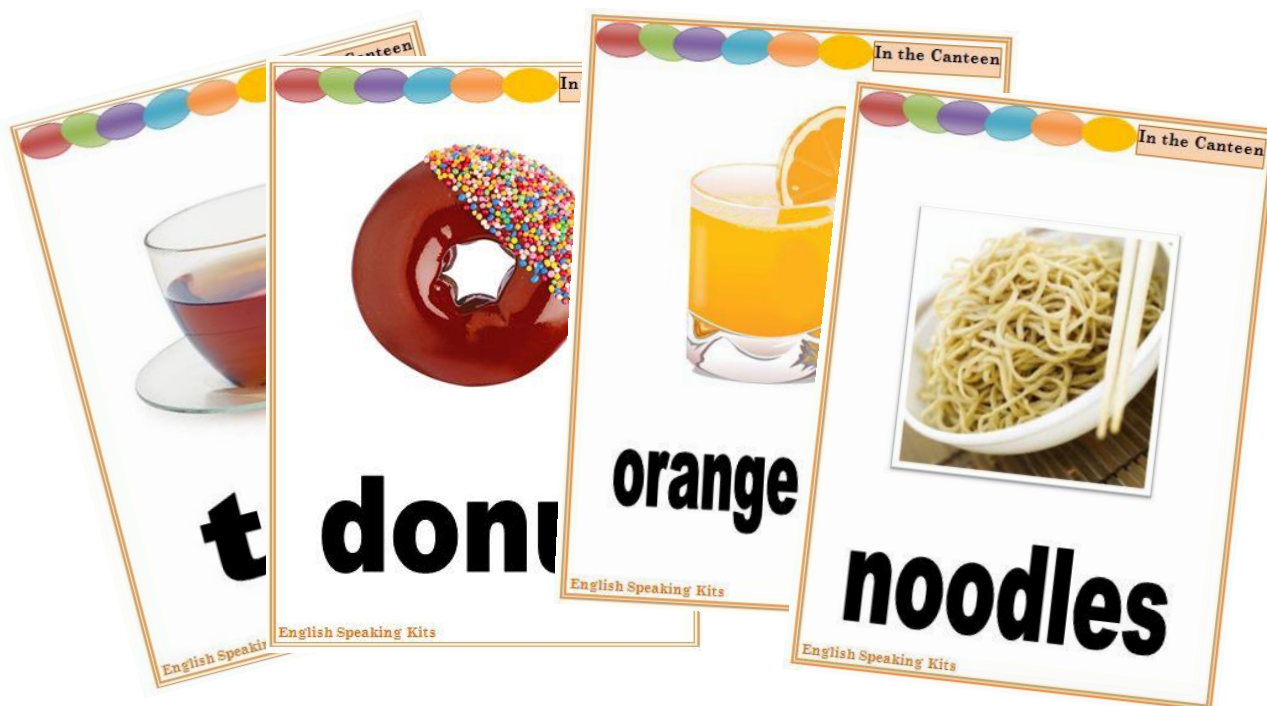


Warming Up

- The teacher asks students about their favourite foods.
- Teacher can use the flash cards that are available.
- Teacher can show the foods cards and ask the students classically or one-by one about the foods that they like.



Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of foods and drinks.
- Show the flash cards, to introduce the pictures of 'Foods and Drinks' to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of 'Foods and Drinks' correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan beberapa jenis makanan dan minuman kepada siswa.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar makanan dan minuman kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama makanan dan minuman yang telah ditunjukkan sebelumnya.



Song

Do you like ice cream?

//5 5 Do you	1 .1 like	1 .1 ice	1 .1/ cream?
/7 .1 Yes I	2 do..	.	. /
/5 5 Do you	2 .2 like	2 .2 co-	2 .2/ ffee?
/1 .2 No I	3 don't....	.	. /
/2 3 I	4 4 like	4 4 ice	6 / cream
/1 4 I	3 3 like	3 2 noo-	1 / dles
/7 1 I don't	2 2 like	2 2 co-	2 / ffee
/1 7 Do do	1 do..	.	/



- The song is used to introduce a new language expression to the students.
- Play the “Do You like Ice Cream?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan
- Perdengarkan lagu “Do You like Ice Cream?” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.



Puppets



- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing the “Do You like Ice Cream?” song in the class.
- Use the puppets as models to give examples of how to ask and to respond the expressions of *likes* and *dislikes* to the students.
- Use the puppets as models to give examples of how to use expressions, “*What do you have for breakfast?*” and responds to the question of asking information, “*I have for breakfast*”.

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “Do You like Ice Cream?” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta dan merespon ekspresi *likes* dan *dislikes* kepada siswa.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta informasi “*What do you have for breakfast?*” dan merespon informasi “*I have for breakfast*”.



Game Cards

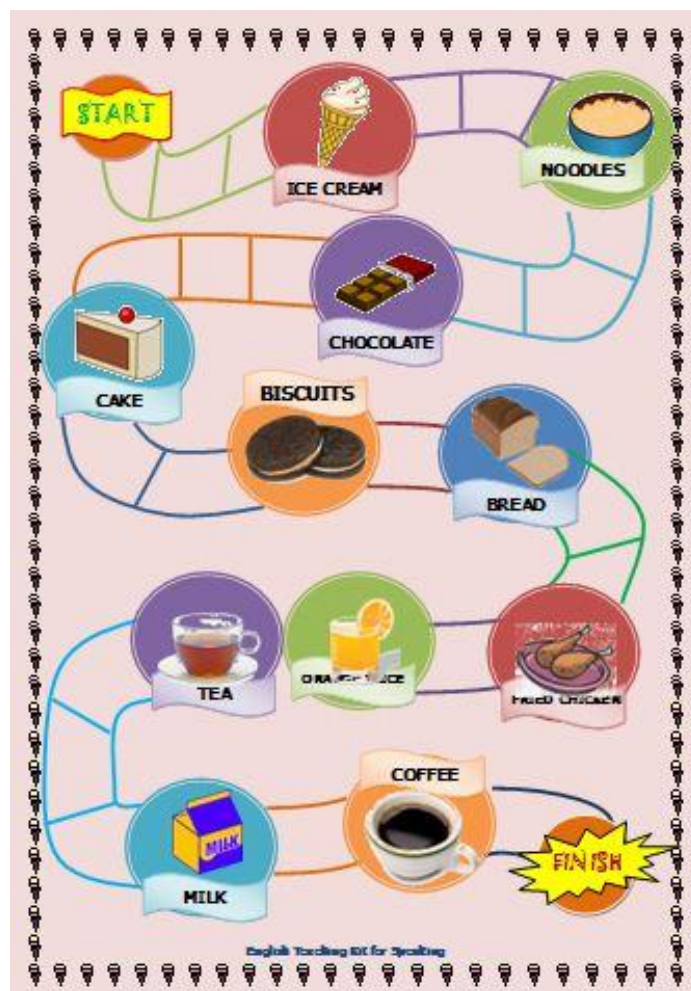


- The game cards are used in the “Zip Zap” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Give the cards to the students, one card for each of them.
- Ask the students to make a circle. The teacher stands in the middle. Point to a student and say either *Zip!* or *Zap!*.
- When the teacher says *Zip!*, the students who are pointing should ask a student sitting to his or her left, for example “What do you have for breakfast?”
- When the teacher says *Zap!*, the students who are pointing should ask a student sitting to his or her right, for example “What do you have for breakfast?”
- The students can answer the questions “What do you have for breakfast?” based on a card that they get.

- *Game cards* digunakan dalam permainan “Zip Zap”. Dimaksudkan untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya.
- Bagikan *game cards* kepada siswa, setiap siswa mendapat satu buah kartu.
- Mintalah siswa untuk membuat lingkaran. Guru berdiri di tengah lingkaran. Tunjuk siswa sambil mengucapkan *Zip!* atau *Zap!*.
- Ketika guru mengatakan *Zip!*, siswa yang ditunjuk harus menanyakan kepada teman yang duduk di sebelah kiri dengan menggunakan ungkapan “*What do you have for breakfast?*”
- Ketika guru mengatakan *Zap!*, siswa yang ditunjuk harus menanyakan kepada teman yang duduk di sebelah kanan dengan menggunakan ungkapan “*What do you have for breakfast?*”
- Siswa dapat menjawab pertanyaan ungkapan “*What do you have for breakfast?*” berdasarkan kartu yang telah mereka peroleh.



Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with a food or a drink picture the whole group says in chorus "Do you like.....?"
- If the player says yes, he or she takes a blue card. If the student says no, he or she takes a pink card
- The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. If they are frowning, the student moves backwards.

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar makanan atau minuman, seluruh pemain dalam kelompok tersebut secara bersamaan mengucapkan “*Do you like.....?*”
- Jika pemain mengatakan “ya” maka pemain tersebut mengambil kartu berwarna biru. Jika “tidak” maka pemain tersebut harus mengambil kartu berwarna pink.
- Pemain menghitung gambar wajah yang terdapat dalam kartu. Jika gambar wajah tersebut tersenyum, pemain dapat berjalan terus menurut jumlah gambar wajah yang ada. Jika tidak maka ia harus berjalan mundur.

All Around the School



Objectives:

- The students are able to use expressions of asking for things in the classroom, “Can I borrow your please?”
- The students are able to answer the expressions of giving things in the classroom, “Sure here you are”, “Sorry I don’t have it”
- The students are able to use the politeness expressions of asking permission, “Excuse me, May I go to the.....?”
- The students are able to give permissions, “Yes, you may”, “No, you may not”



Warming Up

- The teacher introduces some handy things in the classroom.
- The teacher introduces rooms at the school.
- Teacher can use the flash cards that are available.



Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some kinds of handy things in the classroom.
- Show the flash cards, to introduce the pictures of things in the classroom to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of things in the classroom correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan kepada siswa beberapa jenis benda-benda yang mudah dibawa, yang terdapat didalam kelas.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar benda-benda tersebut kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama benda yang ada di dalam kelas yang telah ditunjukkan sebelumnya.



Song

Can I borrow your pencil?

//5	. 6	5	4 /
Can	I	bo-	rrow
/3	4	5	. /
Your	pen-	cil	
/2	3	4	. /
Your	pen-	cil	
/5	. 6	5	4 /
Can	I	bo-	rrow
/3	4	5	. /
Your	pen-	cil	
/2	5	3	1 /
Sure	here	you	are



- The song is used to introduce a new language expression to the students.
- Play the “Can I borrow your pencil?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan.
- Perdengarkan lagu “*Can I borrow your pencil?*” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.



Puppets

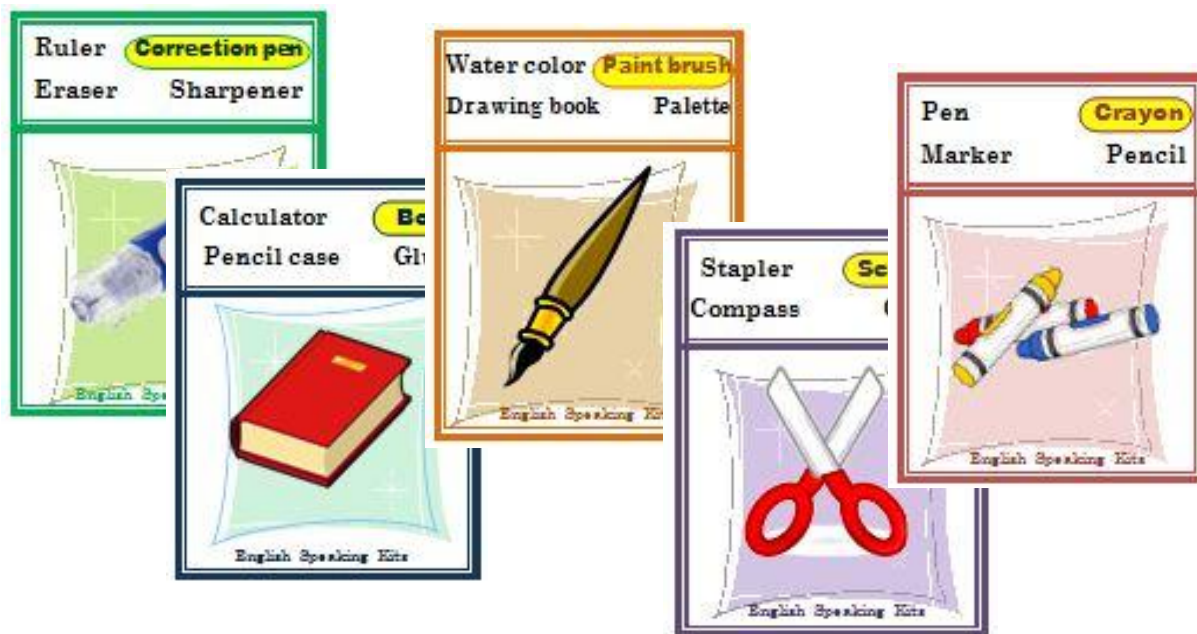


- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Can I borrow your pencil?” song in the class.
- Use the puppets as models to give examples of how use expressions of ask for things in the classroom, “Can I borrow your ... please?” and respond the expressions to give things in the classroom, “Sure here you are”
- Use the puppets as models to give examples of how to use the politeness expressions of asking permission, “Excuse me, May I go to the ...?” and responds to the question of asking permission, “Yes, you may” or “No, you may not”

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “*Can I borrow your pencil?*” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan meminta sesuatu dalam konteks kelas “*Can I borrow your ... please?*” dan merespon ekspresi “*Sure here you are*” kepada siswa.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan menggunakan ungkapan kesopanan untuk meminta izin “*Excuse me, May I go to the ...?*” dan merespon “*Yes, you may*” atau “*No, you may not*”.



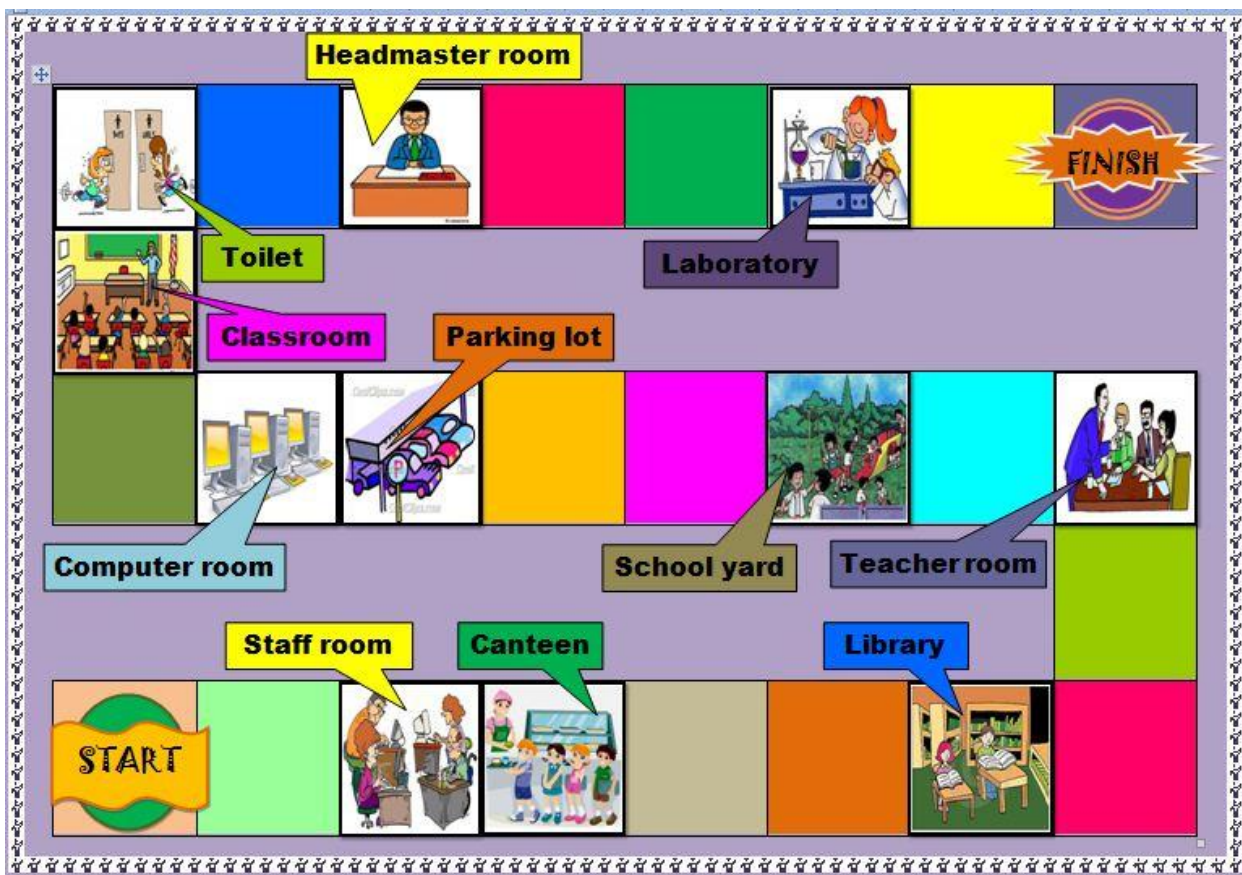
Game Cards



- The game cards are used in the “Borrow” games. They are used to direct the students to speak up and practice their knowledge with their friends.
- Divide the class into groups of 4-5.
- Mix the game cards and distribute them to the students.
- The first player chooses another student and asks “*Can I borrow your...please?*”
- If the student has the card, he or she answers “*Sure here you are*” and give the card to the first player. If not, the player takes a card from the top of the cards in the middle.
- The student must next discard a different card from his or her hand. This card goes to the bottom of the cards in the middle.
- The first student to collect all the things in the classroom for particular group wins.

- *Game cards* digunakan dalam permainan "*Borrow game*". Dimaksudkan untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya.
- Bagi siswa menjadi beberapa grup terdiri dari empat atau lima orang.
- Acak kartu dan kepada siswa.
- Pemain pertama memilih siswa lain dan menanyakan "*Can I borrow your...please?*"
- Jika siswa tersebut memiliki kartu yang diinginkan, maka ia harus menjawab "*Sure here you are*" dan memberikan kartu yang diminta oleh pemain pertama. Jika siswa tidak memiliki kartu tersebut, maka ia harus mengambil dari tumpukan kartu yang ada ditengah.
- Pemain harus membuang kartu yang tidak digunakan dengan cara menaruh kartu tersebut di tumpukan kartu yang paling bawah.
- Pemain pertama yang berhasil mengumpulkan kartu- kartu dalam kelompok tertentu menang.

F Game Board



- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with a room picture, he or she should say the permission "May I go to...?"
- If the whole group says yes, he or she takes a blue card. If the student says no, he or she takes a pink card
- The student counts the number of faces on the card. If the faces smiling, the student moves forward by the number. If they are frowning, the student moves backwards.

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar tempat di sekitar sekolah, maka pemain dalam tersebut mengucapkan “*May I go to...?*”
- Jika seluruh pemain mengatakan “ya” maka pemain tersebut mengambil kartu berwarna biru. Jika “tidak” maka pemain tersebut harus mengambil kartu berwarna pink.
- Pemain menghitung gambar wajah yang terdapat dalam kartu. Jika gambar wajah tersebut tersenyum, pemain dapat berjalan terus menurut jumlah gambar wajah yang ada. Jika tidak maka ia harus berjalan mundur.

Public Places



Objectives:

- The students are able to use the expression to ask information of certain places or locations. "Where is the ...?"
- The students are able to give the directions to a place. "It is next to the ...", "It is between the ... and the ..."
- The students are able to find a place in the map based on the information given.



Warming Up

- The teacher asks students about public places.
- Teacher can use the flash cards that are available.
- Teacher can show the cards and ask the students classically or one-by one about the public places that they know.



Flash Cards



- The flash cards are used to get the students' attention in the beginning of the lesson.
- Introduce the students some public places.
- Show the flash cards, to introduce the pictures of public places to the students.
- Pronounce the name of the flash cards.
- Give the correct pronunciations to the students.
- Ask students to pronounce the names of the public places correctly.


- *Flash cards* dapat digunakan untuk menarik minat siswa pada awal proses belajar mengajar.
- Perkenalkan kepada siswa beberapa tempat umum.
- Tunjukkan *flash cards*, untuk memperkenalkan gambar tempat- tempat umum tersebut kepada siswa.
- Berikan model pengucapan yang benar.
- Mintalah siswa untuk mengucapkan dengan benar dalam Bahasa Inggris nama benda yang ada di dalam kelas yang telah ditunjukkan sebelumnya.



Song

Where is the school?

<p>//1 2 3 1 /</p> <p>Where is the school?</p> <p>/3 4 5 . /</p> <p>Do you know ?</p> <p>/5 6 5 4 3 1 /</p> <p>It is next to the bank</p> <p>/3 5 1 . /</p> <p>Now I know...</p>	<p>/1 2 3 1 /</p> <p>Where is the school?</p> <p>/3 4 5 . /</p> <p>Do you know ?</p> <p>/5 6 5 4 3 1 /</p> <p>It is next to the bank</p> <p>/3 5 1 . /</p> <p>Now I know...</p>
--	---



- The song is used to introduce a new language expression to the students.
- Play the “Where is the school?” song in the class.
- Ask the students to hear the song. Repeat the song twice or more so that the students understand the content of the song.
- Ask the students to sing along.
- Guide the students to say the expressions in the song correctly.
- Explain some expressions in the song to give examples to the students.

- Lagu dapat digunakan untuk memperkenalkan sebuah ungkapan.
- Perdengarkan lagu “Where is the school?” di dalam kelas.
- Mintalah siswa untuk memperhatikan lagu tersebut. Putar ulang lagu sehingga siswa memahami isi lagu tersebut.
- Mintalah siswa untuk bernyanyi bersama.
- Jelaskan beberapa ungkapan yang ada di dalam lagu sebagai contoh kepada siswa.



Puppets

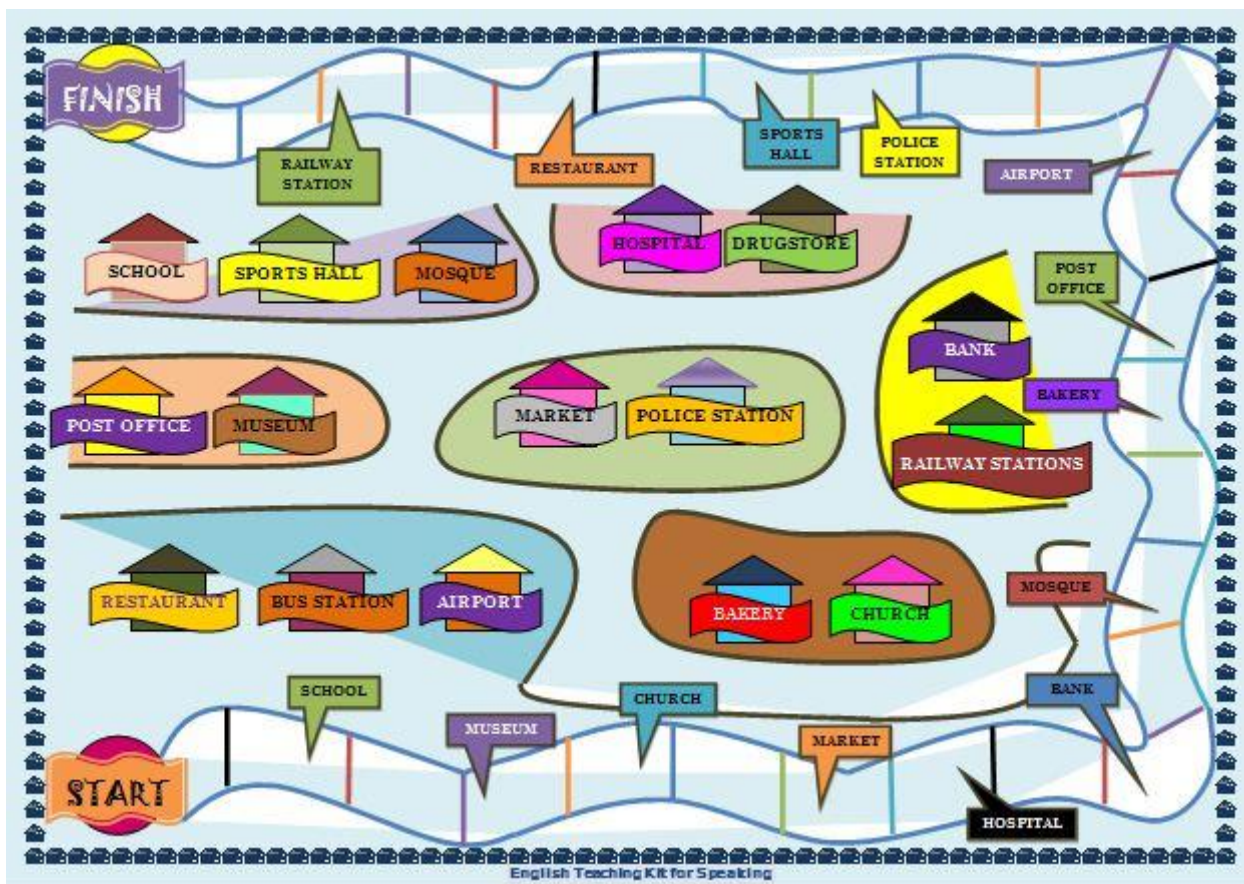


- The puppets are used as models when the teacher explains a new language expression to the students.
- Use the puppets when guide the students to sing “Where is the school?” song in the class.
- Use the puppets as models to give examples of how use the expression to ask information of certain places or locations of an object “Where is the...?”
- Use the puppets as models to give examples of how to give the directions to a place “It is next to the ...”, “It is between the ... and the ...”

- Boneka dapat digunakan sebagai model ketika guru menjelaskan sebuah ungkapan baru kepada siswa.
- Gunakan boneka pada saat membimbing siswa menyanyikan lagu “*Where is the school?*” di kelas.
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan menanyakan lokasi mengenai tempat- tempat umum kepada siswa “*Where is the...?*”
- Gunakan boneka sebagai model untuk memberikan contoh ungkapan untuk menunjukan lokasi suatu tempat “*It is next to the ...*”, “*It is between the ... and the ...*”



Game Board

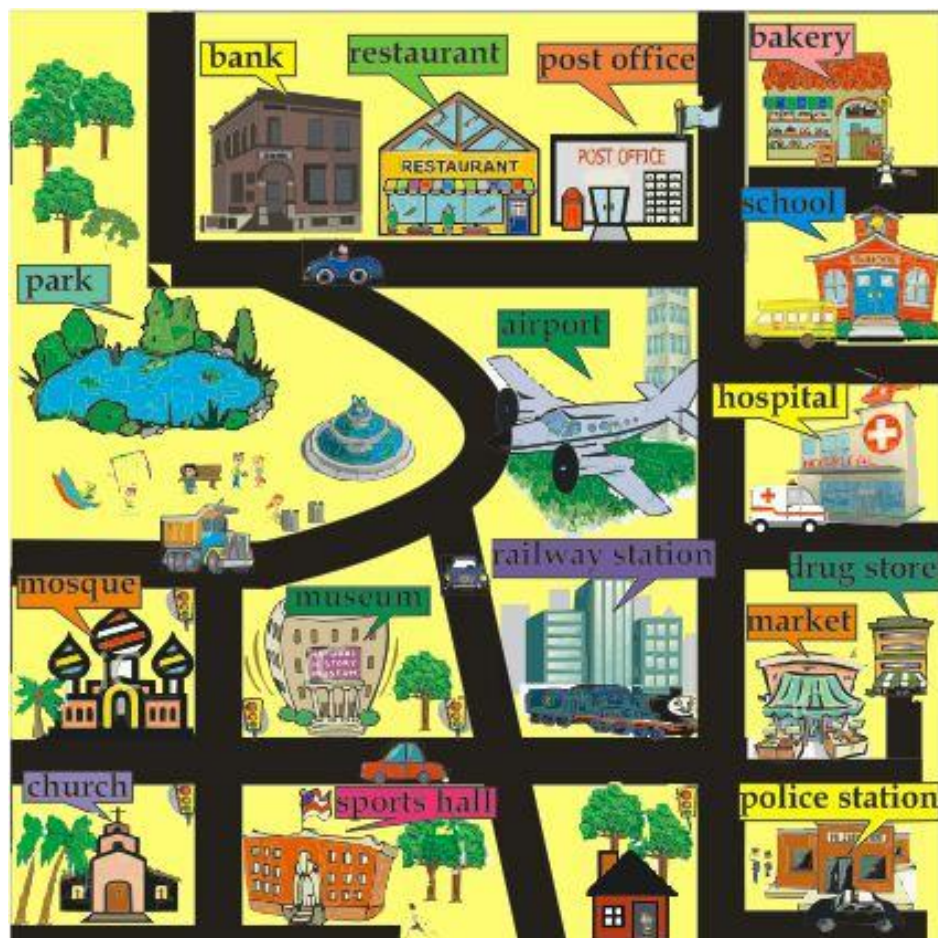


- The game board is used to direct the students to speak up and practice their knowledge with their friends. It is equipped with counters and a dice.
- Ask the students to make a group of five.
- The first student rolls the dice and moves his or her counter. The other students can count the numbers out loud.
- If the player lands on an empty space, he or she passes the dice to the next students.
- If the player lands on a space with public places pictures, the whole group should ask the question "Where is the...?"
- The player answers the question based on the picture.
- If the answer is correct, the student moves forward to the next place on the board.
- If the answer is wrong, the student does not move.

- *Game board* digunakan untuk untuk mengajak siswa berbicara dan mempraktikkan apa yang telah mereka pelajari sebelumnya. *Game board* ini dilengkapi dengan penunjuk dan dadu.
- Mintalah siswa untuk membuat kelompok, terdiri dari lima orang.
- Siswa pertama melempar dadu dan memindahkan penunjuknya. Siswa lain dapat menghitung jumlah angka yang ditunjukkan dadu.
- Jika penunjuk pemain berada pada kotak kosong, maka dia harus memberikan giliran pada pemain selanjutnya.
- Jika penunjuk pemain berada pada kotak bergambar tempat umum, seluruh pemain dalam kelompok tersebut secara bersamaan menanyakan “*Where is the...?*”
- Pemain menjawab pertanyaan berdasarkan gambar dalam *game board*.
- Jika jawaban pemain benar, pemain tersebut maju satu langkah.
- Jika jawaban pemain benar, pemain tersebut tetap berada di kotak tersebut.



Map

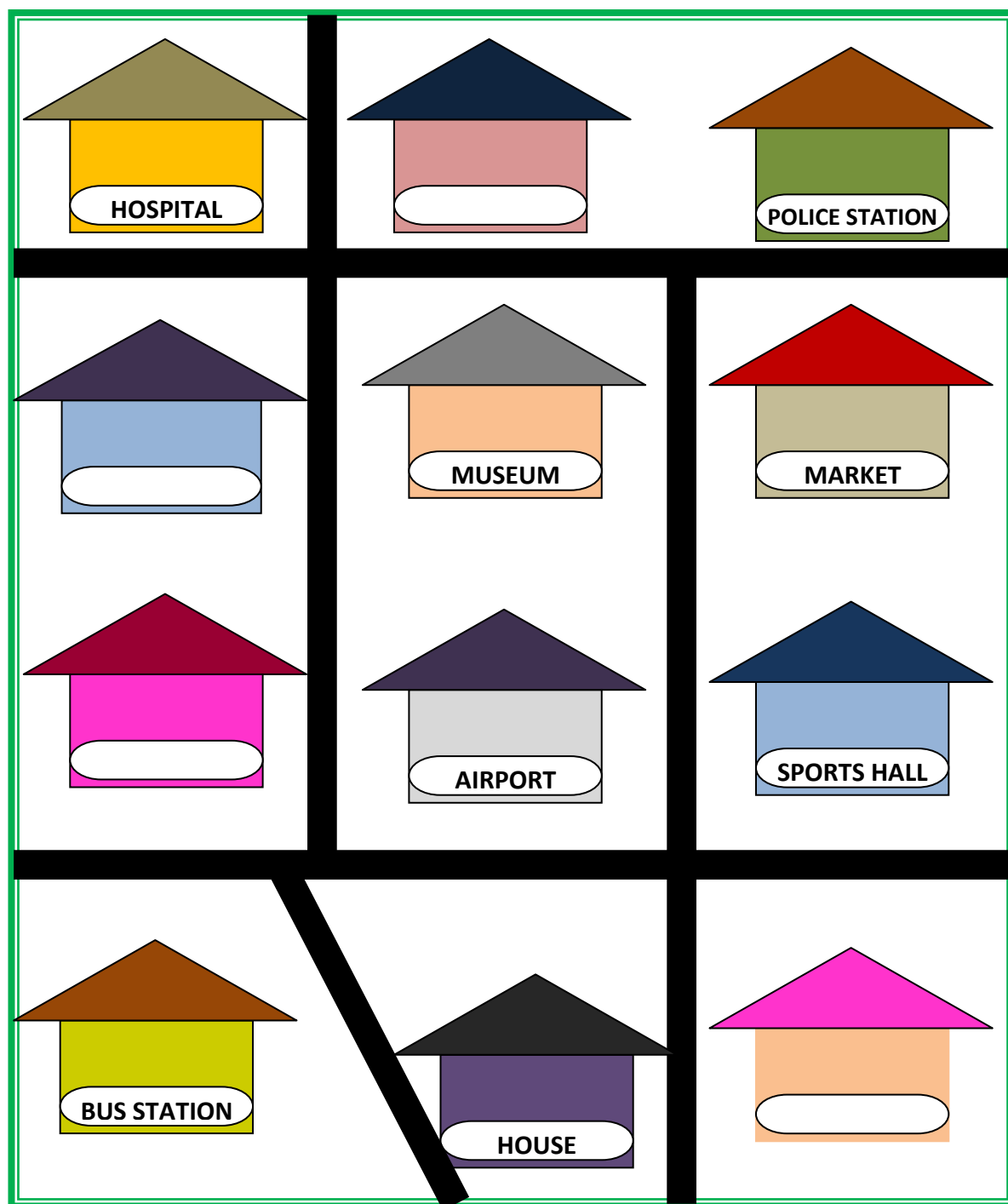


- The map is used to help the students to acquire the expressions of asking and giving information of certain places or locations.
- Hang the map on the board in front of the class.
- Ask the students to read the names of public places contained in the map.
- Give the students examples of expressions to ask information the location and to give the directions to a certain place based on the map.

- Peta digunakan untuk membantu siswa dalam mempelajari ungkapan meminta dan memberi informasi mengenai lokasi suatu tempat.
- Gantungkan peta pada papan tulis yang berada di depan kelas.
- Mintalah siswa untuk membaca nama- nama tempat umum yang ada di dalam peta tersebut.
- Berilah siswa contoh ungkapan untuk menanyakan lokasi suatu tempat dan memberikan petunjuk arah pada tempat tersebut.

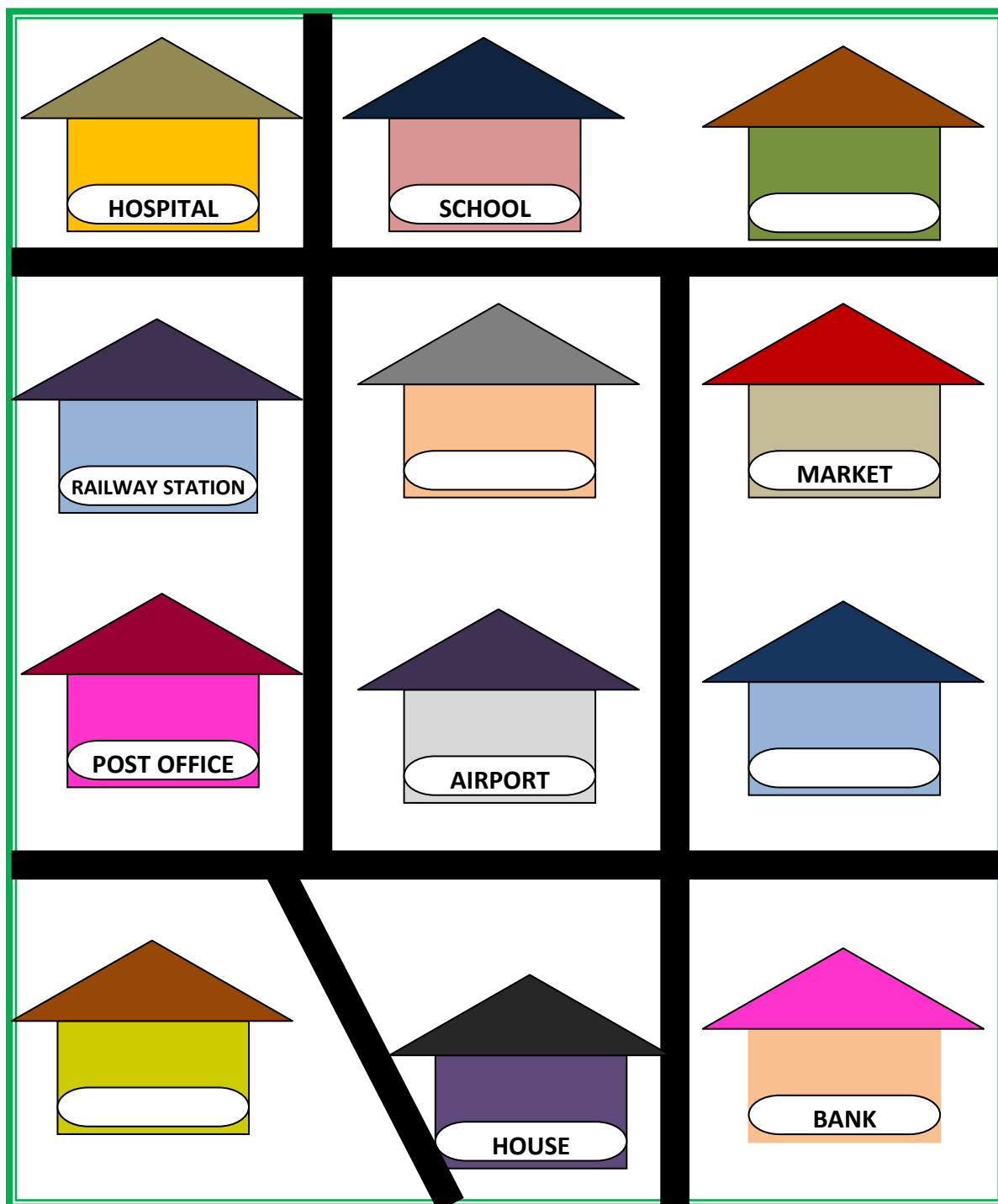
- After the students study this map, they are directed to learn some expressions giving directions of a certain place.
- Ask the students to make a group of two.
- Distribute different maps to the students. The teacher can copy the maps that are presented in the next page.
- Ask the students to complete the maps in pairs.
- They ask their partners the location of a certain place based on the map that they get.

- Setelah siswa mempelajari peta, mereka diarahkan untuk mempelajari beberapa ungkapan untuk memberitahu arah suatu tempat.
- Mintalah siswa untuk membuat kelompok, terdiri dari dua orang.
- Bagikan peta yang berbeda pada kedua siswa tersebut. Guru dapat menggandakan peta yang ada pada halaman berikutnya.
- Mintalah siswa melengkapi peta secara berpasangan.
- Siswa menanyakan kepada pasangannya lokasi tempat tertentu berdasarkan peta yang mereka dapat.



Ask your pairs the location of these places!

- School
- Post office
- Railway station
- Bank



Ask your pairs the location of these places!

- Police station
- Sports hall
- Museum
- Bus station

APPENDIX G

VALIDITY AND RELIABILITY OF THE QUESTIONNAIRES

1. The First Questionnaire

Reliability

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's		
Alpha	N of Items	
.765	10	

Item-Total Statistics					
		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	Potensi Siswa	26.87	18.120	.331	.757
Item2	Potensi Siswa	28.00	17.448	.342	.758
Item3	Potensi Siswa	27.13	16.120	.636	.717
Item4	Potensi Siswa	27.40	14.455	.621	.713
Item5	Potensi Siswa	26.87	17.706	.496	.740
Item6	Potensi Siswa	26.97	17.482	.462	.742
Item7	Potensi Siswa	27.60	17.421	.391	.750
Item8	Potensi Siswa	27.37	17.482	.352	.756
Item9	Potensi Siswa	27.03	17.620	.380	.752
Item10	Potensi Siswa	27.17	18.075	.315	.760

(APPENDIX G)

2. The Second Questionnaire**Reliability****Case Processing Summary**

		N	%
Cases	Valid	22	100.0
	Excluded ^a	0	.0
	Total	22	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.823	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EP1.1 Evaluasi speaking kit untuk siswa	73.82	81.870	.353	.818
EP1.2 Evaluasi speaking kit untuk siswa	73.41	82.348	.377	.817
EP1.3 Evaluasi speaking kit untuk siswa	73.59	80.920	.321	.820
EP1.4 Evaluasi speaking kit untuk siswa	74.05	80.426	.390	.816
EP1.5 Evaluasi speaking kit untuk siswa	74.00	81.429	.357	.817
EP1.6 Evaluasi speaking kit untuk siswa	74.00	80.762	.349	.818
EP1.7 Evaluasi speaking kit untuk siswa	74.23	81.327	.336	.818
EP1.8 Evaluasi speaking kit untuk siswa	74.05	78.998	.510	.810
EP1.9 Evaluasi speaking kit untuk siswa	74.32	78.989	.431	.814
EP1.10 Evaluasi speaking kit untuk siswa	74.00	77.048	.511	.809
EP1.11 Evaluasi speaking kit untuk siswa	73.68	79.465	.402	.815
EP1.12 Evaluasi speaking kit untuk siswa	74.41	80.253	.370	.817
EP1.13 Evaluasi speaking kit untuk siswa	74.00	82.095	.341	.818
EP1.14 Evaluasi speaking kit untuk siswa	74.41	80.253	.452	.813
EP1.15 Evaluasi speaking kit untuk siswa	74.18	78.918	.427	.814
EP1.16 Evaluasi speaking kit untuk siswa	74.00	82.381	.322	.819
EP1.17 Evaluasi speaking kit untuk siswa	73.68	82.703	.331	.818
EP1.18 Evaluasi speaking kit untuk siswa	73.77	78.851	.441	.813
EP1.19 Evaluasi speaking kit untuk siswa	73.91	81.991	.330	.819
EP1.20 Evaluasi speaking kit untuk siswa	73.64	79.385	.375	.817
EP1.21 Evaluasi speaking kit untuk siswa	73.59	81.587	.377	.817

(APPENDIX G)

3. The Third Questionnaire

Reliability

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.898	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EP2.1 Evaluasi speaking kit untuk responden	85.60	107.378	.514	.893
EP2.2 Evaluasi speaking kit untuk responden	85.70	106.678	.495	.894
EP2.3 Evaluasi speaking kit untuk responden	85.60	107.156	.528	.893
EP2.4 Evaluasi speaking kit untuk responden	85.90	109.878	.521	.894
EP2.5 Evaluasi speaking kit untuk responden	85.90	110.322	.483	.895
EP2.6 Evaluasi speaking kit untuk responden	85.60	107.156	.528	.893
EP2.7 Evaluasi speaking kit untuk responden	86.00	107.778	.488	.894
EP2.8 Evaluasi speaking kit untuk responden	85.70	106.678	.495	.894
EP2.9 Evaluasi speaking kit untuk responden	85.50	108.944	.497	.894
EP2.10 Evaluasi speaking kit untuk responden	85.70	108.011	.511	.893
EP2.11 Evaluasi speaking kit untuk responden	86.30	106.900	.499	.894
EP2.12 Evaluasi speaking kit untuk responden	86.00	105.111	.483	.894
EP2.13 Evaluasi speaking kit untuk responden	86.30	110.456	.512	.894
EP2.14 Evaluasi speaking kit untuk responden	86.50	105.167	.531	.893
EP2.15 Evaluasi speaking kit untuk responden	86.90	108.544	.476	.894
EP2.16 Evaluasi speaking kit untuk responden	86.40	105.156	.520	.893
EP2.17 Evaluasi speaking kit untuk responden	86.60	102.933	.529	.894
EP2.18 Evaluasi speaking kit untuk responden	86.60	104.044	.478	.895
EP2.19 Evaluasi speaking kit untuk responden	86.10	106.100	.481	.894
EP2.20 Evaluasi speaking kit untuk responden	86.50	108.722	.513	.894
EP2.21 Evaluasi speaking kit untuk responden	86.40	107.600	.462	.895
EP2.22 Evaluasi speaking kit untuk responden	86.00	106.222	.493	.894
EP2.23 Evaluasi speaking kit untuk responden	85.90	110.100	.502	.894
EP2.24 Evaluasi speaking kit untuk responden	85.70	110.011	.509	.894

APPENDIX H
THE FIRST QUESTIONNAIRE FOR NEED ANALYSIS

The purpose of the questions	Part	Numbers	References
To find some information about students' profile.	A	1-6	Tomlinson (2002: 240)
To find some information about students' interest.	B	1-2	Tomlinson (2002: 240)
To find some information about the students' learning activities in the classroom.		3-5	Hutchinson & Waters (1987: 62)
To find some information about the students' activity in the classroom.		6-9	Brown (2001: 178)
To find some information about the students' learning style.		10-18	Brown (2001: 178)
To find some information about the students' learning performances.		19-22	Brown (2001: 178)
To find some information about the students' opinions of learning media.	C	23-29	Kemp (1977: 79)
To find some information about topics of speaking materials that students' needs.		30	Tomlinson (2002: 172)

(APPENDIX H)

ANGKET UNTUK SISWA

Kepada adik-adik kelas 5

Saat ini kakak sedang mengadakan penelitian, oleh karena itu kakak mohon bantuan adik-adik untuk menjawab pertanyaan berikut. Adik bebas memilih jawaban yang sesuai dengan keadaan adik-adik sekarang.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan alat bantu pembelajaran Bahasa Inggris untuk siswa kelas 5 sekolah dasar. Jawaban jujur dan murni dari adik-adik dalam mengisi kuesioner ini akan sangat membantu dalam penelitian ini.

Jawaban adik-adik tidak akan berpengaruh pada nilai Bahasa Inggris.

Bila adik-adik tidak bersedia mengisi kuesioner ini, adik-adik boleh tidak mengisinya.

Atas bantuan adik-adik kakak ucapkan terima kasih.

Yogyakarta

Peneliti

Riza Indah Pramesti

NIM.0620224406

N o.	Pernyataan	SSS	SS	S	TS	STS
1.	Aku senang dengan pelajaran Bahasa Inggris	√				
2.	Aku senang berbicara menggunakan Bahasa Inggris		√			

(APPENDIX H)

No	Pernyataan	SSS	SS	S	TS	STS
1.	Saya senang dengan pelajaran Bahasa Inggris					
2.	Dalam belajar Bahasa Inggris saya lebih senang praktek berbicara menggunakan Bahasa Inggris					
3.	Dalam belajar Bahasa Inggris saya lebih senang menulis					
4.	Dalam belajar Bahasa Inggris saya lebih senang mendengarkan lagu berbahasa Inggris					
5.	Dalam belajar Bahasa Inggris saya lebih senang membaca bacaan ber Bahasa Inggris					
6.	Menurutku bahan pelajaran yang diberikan di kelas sangat menarik					
7.	Pada saat pelajaran Bahasa Inggris di kelas bapak/ ibu guru sering mengadakan permainan.					
8.	Pada saat pelajaran Bahasa Inggris di kelas bapak/ ibu guru sering mengadakan tanya jawab.					
9.	Pada saat pelajaran Bahasa Inggris di kelas bapak/ ibu guru sering mengadakan latihan soal.					
10.	Pada saat guru menerangkan, adik-adik lebih suka diberi contoh dengan praktek/ secara langsung					
11.	Pada saat guru menerangkan, adik-adik lebih suka diberi contoh dengan gambar-gambar					
12.	Pada saat guru menerangkan, adik-adik lebih suka diberi contoh dengan lagu					

(APPENDIX H)

13.	Pada saat guru menerangkan, adik-adik lebih suka diberi contoh dengan alat peraga					
14.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya sendiri.					
15.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya secara berpasangan dengan teman.					
16.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya secara berkelompok.					
17.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya sendiri dengan bantuan guru					
18.	Pada saat mengerjakan tugas Bahasa Inggris saya lebih suka mengerjakannya sendiri dengan bantuan petunjuk yang berhubungan dengan kegiatan tersebut					
19.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah maju satu persatu					
20.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah berpasangan					
21.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah berkelompok					
22.	pada saat praktek berbicara dengan Bahasa Inggris cara yang paling saya sukai adalah dengan permainan					
23.	Saya lebih suka jika gambar dalam materi yang diajarkan tidak berwarna					

(APPENDIX H)

24.	Saya lebih suka jika gambar dalam materi yang diajarkan berwarna warni					
25.	Gambar dalam materi yang adik- adik senangi dan inginkan hanya gambar saja					
26.	Gambar dalam materi yang adik- adik senangi dan inginkan gambar dengan tulisan					
27.	Materi yang adik-adik inginkan berhubungan dengan kegiatan sehari-hari					

28. Di bawah ini adalah alat bantu pembelajaran Bahasa Inggris.

Pilihlah tiga alat bantu yang adik- adik sukai.

- a. Kartu
- b. Gambar
- c. Bola
- d. Boneka
- e. Papan untuk menempel
- f. Kaset Lagu

29. Di bawah ini adalah cara belajar Bahasa Inggris. Pilihlah lima cara yang adik- adik ingin gunakan dalam belajar Bahasa Inggris.

- a. Permainan
- b. Menyanyi
- c. Mendengarkan cerita
- d. Mendengarkan lagu
- e. Mendengarkan penjelasan
- f. Bermain peran/ Drama
- g. Mengerjakan soal
- h. Menerjemahkan
- i. Musyawarah/ Diskusi

(APPENDIX H)

30. Dibawah ini ada beberapa tema bahan pelajaran Bahasa Inggris. Pilihlah tiga diantara tema bahan pelajaran berikut yang ingin adik pelajari.

- a. Makanan dan minuman
- b. Binatang
- c. Keluarga
- d. Tempat umum
- e. Sekolahku
- f. Alat-alat transportasi

APPENDIX I
THE SECOND QUESTIONNAIRE FOR EVALUATION
(ADMINISTERED TO RESPONDENTS)

Questions Numbers	Part	The purpose of the questions	Reference
1-6	A	To find some information about respondents' profile.	Tomlinson (2002: 172)
1-4	B	To find some information to evaluate the relation among the materials, the curriculum, and the course grid (syllabus).	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
5-10		To find some information to evaluate the relation between the designed media and the learners' need.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
14,16,18,20		To find some information to evaluate the media attraction.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229) Kemp (1977: 79)
11-13, 15,17,19, 21-24		To find some information to evaluate the developed speaking kits and content.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
1-2	C	To find some information to evaluate the relation between the designed media and the learners' need.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)

(APPENDIX I)

**LEMBAR EVALUASI KITS BAHASA INGGRIS
UNTUK KELAS 5 SEKOLAH DASAR**

Dalam rangka penelitian tentang pengembangan *Kits* Bahasa Inggris bagi siswa kelas 5 SD Mejing Kalibawang, Kulon Progo, maka pada kesempatan ini saya meminta kesediaan bapak/ ibu untuk mengisi lembar kuesioner ini.

Lembar kuesioner ini dimaksudkan untuk mengetahui kesesuaian materi dalam *Kits* Bahasa Inggris untuk kelas 5, SD Negeri Mejing.

Terimakasih.

Yogyakarta

Peneliti

Riza Indah Pramesti

A. Data Responden

Nama :

Umur :

Jenis kelamin : Laki- laki/ Perempuan)*

Pendidikan :

- a. Kuliah D3
- b. Lulusan D3
- c. Kuliah S1
- d. Lulusan S1

(APPENDIX I)

Pengalaman mengajar anak- anak:

- a. > 4 tahun
- b. 2-4 tahun
- c. 0- 2 tahun

B. Isilah tabel berikut dengan membubuhkan tanda centang (✓) pada kolom yang tersedia dengan ketentuan sebagai berikut.

- SSS : Sangat setuju sekali dengan pernyataan yang ada
 SS : Sangat setuju dengan pernyataan yang ada
 S : Setuju dengan pernyataan yang ada
 TS : Tidak setuju dengan pernyataan yang ada
 STS : Sangat Tidak Setuju dengan pernyataan yang ada

No	Pernyataan	SSS	SS	S	TS	STS
1.	<i>Kits</i> yang saya kembangkan sudah memenuhi kisi- kisi yang ada dalam kurikulum 2006.					
2.	<i>Kits</i> yang saya kembangkan berdasarkan <i>course grid</i> yang telah saya susun.					
3.	<i>Kits</i> yang saya kembangkan sudah mengakomodasi salah satu aspek ketrampilan bahasa inggris yaitu <i>speaking</i> .					
4.	Input dalam <i>Speaking Kits</i> yang saya kembangkan sesuai dengan tujuan pembelajaran.					
5.	<i>Speaking Kits</i> ini dapat membantu siswa meningkatkan kosakata baru.					
6.	Topik dalam <i>Speaking Kits</i> yang saya kembangkan sesuai dengan lingkungan siswa.					
7.	Penggunaan media dalam <i>Speaking Kits</i> ini membantu siswa berdiskusi menggunakan Bahasa Inggris dengan teman.					

(APPENDIX I)

8.	<i>Speaking Kits</i> dapat memotivasi siswa untuk berbicara menggunakan Bahasa Inggris.					
9.	Penggunaan media dalam <i>Speaking Kits</i> ini membantu siswa berbicara Bahasa Inggris					
10.	<i>Kits</i> yang saya kembangkan berguna dalam kegiatan sehari- hari					
11.	<i>Speaking Kits</i> ini menggunakan gambar- gambar yang otentik.					
12.	<i>Speaking Kits</i> ini menggunakan gambar- gambar yang baru/ tidak kuno .					
13.	<i>Speaking Kits</i> ini menggunakan gambar- gambar yang jelas.					
14.	<i>Flash cards</i> dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
15.	Ukuran gambar dalam <i>Flash cards</i> ini cukup besar					
16.	Gambar- gambar yang digunakan dalam <i>Flash cards</i> ini berwarna					
17.	<i>Game cards</i> dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
18.	<i>Game cards</i> dalam <i>Speaking Kits</i> ini menggunakan gambar yang berwarnawarni.					
19.	<i>Game boards</i> dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
20.	<i>Game boards</i> dalam <i>Speaking Kits</i> ini menggunakan gambar yang berwarnawarni.					
21.	Media suara yang yang digunakan dalam <i>Speaking Kits</i> ini jelas.					
22.	Media suara yang yang digunakan dalam <i>Speaking Kits</i> ini mudah dipahami.					
23.	Cara menggunakan <i>Speaking Kits</i> ini sangat mudah.					
24.	<i>Speaking Kits</i> ini sangat menarik.					

(APPENDIX I)

C. Questionnaire Terbuka

1. Secara umum bagaimana pendapat anda terhadap isi tampilan *Kits* Bahasa Inggris kelas 5 yang telah saya susun?

.....
.....

2. Menurut anda, apa saja kekurangan *Kits* Bahasa Inggris yang telah saya susun?

.....
.....

APPENDIX J
THE THIRD QUESTIONNAIRE FOR EVALUATION
(ADMINISTERED TO STUDENTS)

Part	Questions number	The purpose of the questions	Reference
A	1-6	To find some information about respondents' profile.	Tomlinson (2002: 172)
B	1-2	To find some information to evaluate the media attraction.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229) Kemp (1977: 79)
	3-8	To find some information to evaluate the relation between the designed media and the learners' need.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
	9-19	To find some information to evaluate the developed speaking kits and content.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
C	20-21	To find some information to evaluate the relation between the designed media and the learners' need.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)

(APPENDIX J)

**LEMBAR EVALUASI KITS BAHASA INGGRIS
UNTUK SISWA**

Kepada adik-adik kelas 5

Saat ini kakak sedang mengadakan penelitian, oleh karena itu kakak minta bantuan adik-adik untuk menjawab pertanyaan-pertanyaan berikut. Adik bebas memilih jawaban yang sesuai dengan keadaan adik-adik sekarang.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk menilai apakah *Kits* Bahasa Inggris ini sesuai dengan kebutuhan adik-adik siswa kelas 5 sekolah dasar. Jawaban jujur dan murni dari adik-adik dalam mengisi kuesioner ini akan sangat membantu dalam penelitian ini.

Jawaban adik-adik tidak akan berpengaruh pada nilai Bahasa Inggris. Bila adik-adik tidak bersedia mengisi kuesioner ini, adik-adik boleh tidak mengisinya.

Atas bantuan adik-adik kakak ucapkan terima kasih.

Yogyakarta

Peneliti

Riza Indah Pramesti

NIM. 06202244062

(APPENDIX J)

Sebelum mengisi angket, adik-adik diminta mengisi petunjuk pengisian terlebih dahulu.

A. Profil Siswa

Petunjuk pengisian. Isilah titik-titik di bawah ini sesuai dengan kondisi adik-adik.

1. Nama :
2. Umur :
3. Jenis kelamin : Laki-laki/Perempuan
4. Alamat rumah :
-
5. Nama Orangtua
 - a. Ayah :
 - b. Ibu :
6. Pekerjaan Orangtua
 - a. Ayah :
 - b. Ibu :

B. Petunjuk pengisian. Berilah tanda centang (✓) pada kotak yang sesuai dengan pendapat adik-adik.
Perhatikan contoh pengisiannya.

- SS : Sangat setuju sekali dengan pernyataan yang ada
 SS : Sangat setuju dengan pernyataan yang ada
 S : Setuju dengan pernyataan yang ada
 TS : Tidak setuju dengan pernyataan yang ada
 STS : Sangat Tidak Setuju dengan pernyataan yang ada

Contoh pengisian.

No.	Pernyataan	SSS	SS	S	TS	STS
1.	Kits Bahasa Inggris ini membantuku dalam penguasaan kosakata	✓				
2.	Kits Bahasa Inggris ini sesuai dengan kemampuanku		✓			

(APPENDIX J)

No.	PERNYATAAN	SSS	SS	S	TS	STS
1.	Aku suka alat pembelajaran dan aktivitas yang ada dalam <i>Speaking Kits</i> ini.					
2.	<i>Speaking Kits</i> ini membantuku meningkatkan kosakata baru.					
3.	Dengan menggunakan <i>Speaking Kits</i> saya termotivasi untuk berbicara Bahasa Inggris.					
4.	<i>Speaking Kits</i> ini membantuku berbicara Bahasa Inggris dengan teman.					
5.	<i>Speaking Kits</i> ini sangat berguna dalam kehidupan sehari-hari.					
6.	Media yang ada dalam <i>Speaking Kits</i> membantuku bercakap-cakap menggunakan Bahasa Inggris dengan teman.					
7.	<i>Speaking Kits</i> ini menggunakan gambar-gambar yang nyata.					
8.	<i>Speaking Kits</i> ini menggunakan gambar-gambar yang baru/ tidak kuno .					
9.	<i>Speaking Kits</i> ini menggunakan gambar-gambar yang jelas.					
10.	<i>Flash cards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
11.	<i>Flash cards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang berwarna-warni.					
12.	Ukuran gambar yang ada dalam <i>Flash cards</i> ini cukup besar.					
13.	<i>Game cards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
14.	<i>Game cards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang berwarna-warni.					
15.	<i>Game boards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang bervariasi.					
16.	<i>Game boards</i> yang ada dalam <i>Speaking Kits</i> ini menggunakan gambar- gambar yang					

(APPENDIX J)

	berwarna-warni.					
17.	<i>Speaking Kits</i> ini sesuai dengan topik yang diberikan.					
18.	Media suara yang digunakan dalam <i>Speaking Kits</i> ini jelas.					
19.	Media suara yang digunakan dalam <i>Speaking Kits</i> ini dapat dimengerti dengan baik.					
20.	Cara menggunakan <i>Speaking Kits</i> ini sangat mudah.					
21.	<i>Speaking Kits</i> ini sangat menarik.					

C. Pertanyaan Terbuka

22. Bagaimana pendapat adik-adik tentang *speaking kits* ini? Apakah adik-adik menyukainya?

.....

.....

.....

.....

.....

23. Menurut adik-adik, apa sajakah yang masih kurang dalam *speaking kits* Bahasa Inggris ini?

.....

.....

.....

.....

APPENDIX K
THE OBSERVATION GUIDE

Questions number	The purpose of the questions	Reference
1-4	To find some information about the attitudes of the students toward the kits.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
5-14	To find some information about the quality of practice of the developed kits and activities.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)
15-17	To find some information about the roles of the teacher when the students work with the kits.	Arsyad (2002: 175- 187) Hamalik (1986: 85- 229)

Lembar Observasi Kelas Untuk Guru Bahasa Inggris

Nama Observer :
 Tanggal :
 Kelas :
 Unit/ Topik :

A. Isilah tabel di bawah ini sesuai dengan keadaan siswa saat implementasi Kits for Speaking berlangsung dengan mengisi jumlah siswa pada kolom “Frekwensi jumlah siswa” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan ketentuan sebagai berikut:

(**Ya**) jika jawaban **Sesuai** dengan keadaan siswa saat implementasi berlangsung

(**Tidak**) jika jawaban **Tidak Sesuai** dengan keadaan siswa saat implementasi berlangsung

Contoh pengisian:

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	17		- Sebagian kecil siswa bergurau dengan teman sebangkunya karena guru tidak memperhatikan mereka -
2.	Siswa terlihat percaya diri saat	15		- Siswa masih malu untuk mengucapkan

	melakukan kegiatan dalam <i>Speaking Kits</i>			ekspresi/ungkapan Bahasa Inggris yang dipelajari -
--	--	--	--	---

Isilah tabel berikut sesuai dengan petunjuk yang diajarkan pada halaman sebelumnya.

No.	Pernyataan	Frekwensi jumlah siswa		Uraian
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh			
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>			
3.	Siswa merasa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>			
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>			
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar			
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan			
7.	Gambar, permainan, dan aktivitas			

	yang diberikan sesuai dengan topik pembelajaran			
8.	Siswa memahami media dan dialog yang diberikan			
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas			
10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok			
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addresee</i>)			
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>			
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>			
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking			
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat			

	mengerjakan tugas dalam <i>Speaking Kits</i>			
16.	Guru memberikan feedback dengan jelas			
17.	Guru memberikan keterangan tentang perintah dengan jelas			

B. Berikan komentar anda mengenai kondisi di kelas selama penerapan *Speaking Kits* dengan menjawab pertanyaan berikut ini.

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

.....

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

.....

APPENDIX L **THE RESULT DATA FROM THE FIRST QUESTIONNAIRE FOR** **NEEDS ANALYSIS**

```

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VAR00021 VAR00022 VAR00023 VAR00024 VAR00025
VAR00026 VAR00027
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/ORDER=ANALYSIS.

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Frequencies

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	Cases Used	Statistics are based on all cases with valid data.
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(APPENDIX L)

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	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.318	2.955	1.773	2.227	1.636	1.909	1.636	2.636	3.318	2.227	3.273	2.86	2.5
Median		3	3	2	2	2	2	2	3	3.5	2	3	3	2.5
Mode		3.00 ^a	3	1	2	2	2	1.00 ^a	3	4	1	3	3	2.00 ^a
Std. Deviation		0.78	0.653	0.869	0.685	0.581	0.75	0.658	0.727	0.839	1.066	0.703	0.71	0.673

a. Multiple modes exist. The smallest value is shown

VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027
22	22	22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.227	2.682	3.182	1.909	1.864	1.5	2.682	3.091	3.636	1.591	3.5	1.818	3.364	3
2	3	3	2	2	1	3	3	4	2	3.5	2	3	3
2	3	4	2	2	1	3	3	4	2	3.00 ^a	2	3	3
1.02	0.894	0.907	0.75	0.64	0.598	0.568	0.868	0.492	0.503	0.512	0.665	0.581	0.926

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.5	4.5	4.5
	2	1	4.5	4.5	9.1
	3	10	45.5	45.5	54.5
	4	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	13	59.1	59.1	81.8
	4	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

(APPENDIX L)

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	45.5	45.5	45.5
	2	8	36.4	36.4	81.8
	3	3	13.6	13.6	95.5
	4	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	13.6	13.6	13.6
	2	11	50.0	50.0	63.6
	3	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	40.9	40.9	40.9
	2	12	54.5	54.5	95.5
	3	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	--------------------

(APPENDIX L)

Valid	1	7	31.8	31.8	31.8
	2	10	45.5	45.5	77.3
	3	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	45.5	45.5	45.5
	2	10	45.5	45.5	90.9
	3	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	9.1	9.1	9.1
	2	5	22.7	22.7	31.8
	3	14	63.6	63.6	95.5
	4	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.5	4.5	4.5
	2	2	9.1	9.1	13.6
	3	8	36.4	36.4	50.0
	4	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

(APPENDIX L)

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	31.8	31.8	31.8
	2	6	27.3	27.3	59.1
	3	6	27.3	27.3	86.4
	4	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	10	45.5	45.5	59.1
	4	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	11	50.0	50.0	81.8
	4	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.5	4.5	4.5
	2	10	45.5	45.5	50.0

(APPENDIX L)

3	10	45.5	45.5	95.5
4	1	4.5	4.5	100.0
Total	22	100.0	100.0	

VAR00014

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	27.3	27.3	27.3
2	8	36.4	36.4	63.6
3	5	22.7	22.7	86.4
4	3	13.6	13.6	100.0
Total	22	100.0	100.0	

VAR00015

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	13.6	13.6	13.6
2	4	18.2	18.2	31.8
3	12	54.5	54.5	86.4
4	3	13.6	13.6	100.0
Total	22	100.0	100.0	

VAR00016

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	4.5	4.5	4.5
2	4	18.2	18.2	22.7
3	7	31.8	31.8	54.5
4	10	45.5	45.5	100.0
Total	22	100.0	100.0	

(APPENDIX L)

VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	31.8	31.8	31.8
2	10	45.5	45.5	77.3
3	5	22.7	22.7	100.0
Total	22	100.0	100.0	

VAR00018

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	27.3	27.3	27.3
2	13	59.1	59.1	86.4
3	3	13.6	13.6	100.0
Total	22	100.0	100.0	

VAR00019

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	54.5	54.5	54.5
2	9	40.9	40.9	95.5
3	1	4.5	4.5	100.0
Total	22	100.0	100.0	

VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	4.5	4.5	4.5
2	5	22.7	22.7	27.3
3	16	72.7	72.7	100.0

(APPENDIX L)

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.5	4.5	4.5
	2	5	22.7	22.7	27.3
	3	16	72.7	72.7	100.0
	Total	22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	9.1	9.1	9.1
	2	1	4.5	4.5	13.6
	3	12	54.5	54.5	68.2
	4	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	14	63.6	63.6	100.0
	Total	22	100.0	100.0	

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	40.9	40.9	40.9
	2	13	59.1	59.1	100.0
	Total	22	100.0	100.0	

(APPENDIX L)

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	50.0	50.0	50.0
	4	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

VAR00025

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	31.8	31.8	31.8
	2	12	54.5	54.5	86.4
	3	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

VAR00026

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	12	54.5	54.5	59.1
	4	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00027

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	9.1	9.1	9.1
	2	3	13.6	13.6	22.7
	3	10	45.5	45.5	68.2
	4	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

(APPENDIX L)

Frequency for Theme Choices (Needs Analysis)

Aktifitas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Freq
Makanan dan minuman		x	x		x		x	x	x		x			x	x		x			x	x	x	59%
Binatang	x			x		x		x		x	x					x		x	x				40%
Keluarga				x		x		x	x			x			x	x		x		x		x	45%
Tempat umum		x	x	x			x			x	x	x	x		x		x	x			x		54%
Sekolahku	x	x	x		x		x		x			x	x	x		x			x	x		x	59%
Alat-alat Transportasi	x				x	x				x			x	x			x		x		x		40%

APPENDIX M **THE RESULTS OF THE SECOND QUESTIONNAIRE FOR** **EVALUATION**

1. First Utilization of the English Speaking Kit for “In the Canteen” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 05:58:54
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.125
	Elapsed Time	00:00:00.094

(APPENDIX M)

[DataSet1]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
N	Valid	10	10	10	10	10	10
	Missing	0	0	0	0	0	0
Mean		4	4.1	4.1	3.9	4.1	3.8
Median		4	4	4	4	4	4
Mode		4	5	5	4	5	3.00 ^a
Std. Deviation		0.8165	0.8756	0.8756	0.7379	0.8756	0.7888

VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013
10	10	10	10	10	10	10
0	0	0	0	0	0	0
4	4.1	4.1	4	3.4	3.6	3.3
4	4	4	4	3.5	3.5	3
4	5	5	4	4	3.00 ^a	3
0.8165	0.8756	0.8756	0.8165	0.9661	1.1738	1.0594

VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020
10	10	10	10	10	10	10
0	0	0	0	0	0	0
3.5	2.9	3.4	3.4	3.2	3.6	3.4
3.5	3	3.5	3	3	3.5	3
3.00 ^a	2	2.00 ^a	2.00 ^a	3	3.00 ^a	3
1.0801	0.8756	1.1738	1.2649	1.1353	1.1738	0.5164

VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10
0	0	0	0
3.5	3.6	4	4.1
3.5	3.5	4	4
3.00 ^a	3.00 ^a	5	5
1.0801	1.1738	1.0541	0.8756

(APPENDIX M)

Frequency Table**VAR00001**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0

(APPENDIX M)

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	4	40.0	40.0	90.0

(APPENDIX M)

5	1	10.0	10.0	100.0
Total	10	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	5	50.0	50.0	70.0
	4	1	10.0	10.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	40.0	40.0	40.0
	3	3	30.0	30.0	70.0
	4	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	3	30.0	30.0	60.0
	4	1	10.0	10.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0

(APPENDIX M)

3	4	40.0	40.0	70.0
4	1	10.0	10.0	80.0
5	2	20.0	20.0	100.0
Total	10	100.0	100.0	

VAR00019

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	20.0	20.0	20.0
3	3	30.0	30.0	50.0
4	2	20.0	20.0	70.0
5	3	30.0	30.0	100.0
Total	10	100.0	100.0	

VAR00020

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	60.0	60.0	60.0
4	4	40.0	40.0	100.0
Total	10	100.0	100.0	

VAR00021

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	20.0	20.0	20.0
3	3	30.0	30.0	50.0
4	3	30.0	30.0	80.0
5	2	20.0	20.0	100.0
Total	10	100.0	100.0	

(APPENDIX M)

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	10.0	10.0	10.0
	3	2	20.0	20.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

2. First Utilization of the English Speaking Kit for “All Around the School” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

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Frequencies

Notes		
Output Created		16-Jan-2011 06:12:49
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.032
	Elapsed Time	00:00:00.673

(APPENDIX M)

[DataSet1]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
N	Valid	10	10	10	10	10	10
	Missing	0	0	0	0	0	0
Mean		4.1	4.1	4.1	3.8	4.2	4
Median		4	4	4	4	4	4
Mode		4	5	5	4	4.00 ^a	5
Std. Deviation		0.738	0.876	0.876	1.135	0.789	1.054
a. Multiple modes exist. The smallest value is shown							

VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013
10	10	10	10	10	10	10
0	0	0	0	0	0	0
4.1	4	4	4.1	3.4	3.6	3.4
4	4	4	4	3.5	4	3.5
5	3.00 ^a	4	5	2.00 ^a	4	2.00 ^a
0.876	0.943	0.817	0.876	1.174	1.075	1.174

VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020
10	10	10	10	10	10	10
0	0	0	0	0	0	0
3.5	3	3.6	3.8	3.2	3.1	3.4
3.5	3	3.5	4	3	3	3.5
3.00 ^a	3	3.00 ^a	3.00 ^a	3.00 ^a	4	4
1.08	0.817	1.174	0.789	0.789	0.876	0.699

VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10
0	0	0	0
3.6	3.5	4.1	4
3.5	3.5	4	4
3.00 ^a	3.00 ^a	5	3.00 ^a
1.174	1.08	0.876	0.943

(APPENDIX M)

Frequency Table**VAR00001**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	5	50.0	50.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	1	10.0	10.0	30.0
	4	4	40.0	40.0	70.0

(APPENDIX M)

5	3	30.0	30.0	100.0
Total	10	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	10.0	10.0	10.0
	3	2	20.0	20.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00008

(APPENDIX M)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	2	20.0	20.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX M)

Valid	2	3	30.0	30.0	30.0
	3	4	40.0	40.0	70.0
	4	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
Total		10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	4	40.0	40.0	60.0
	4	4	40.0	40.0	100.0
Total		10	100.0	100.0	

(APPENDIX M)

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	3	30.0	30.0	60.0
	4	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	10.0	10.0	10.0
	3	4	40.0	40.0	50.0
	4	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0

(APPENDIX M)

4	3	30.0	30.0	80.0
5	2	20.0	20.0	100.0
Total	10	100.0	100.0	

VAR00023

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	30.0	30.0	30.0
4	3	30.0	30.0	60.0
5	4	40.0	40.0	100.0
Total	10	100.0	100.0	

VAR00024

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	40.0	40.0	40.0
4	2	20.0	20.0	60.0
5	4	40.0	40.0	100.0
Total	10	100.0	100.0	

(APPENDIX M)

3. First Utilization of the English Speaking Kit for “Public Places” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 12:38:34
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.047
	Elapsed Time	00:00:00.031

(APPENDIX M)

[DataSet0]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008
N	Valid	10	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0	0
Mean		4.1	4.1	4	4	4	3.9	4.1	4
Median		4	4	4	4	4	4	4	4
Mode		5	5	4	3.00 ^a	4	4	5	4
Std. Deviation		0.876	0.876	0.817	0.943	0.817	0.994	0.876	0.817
a. Multiple modes exist. The smallest value is shown									

VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016
10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0
4.1	4	3.6	3.8	3.4	3.5	3.2	3.4
4	4	3.5	4	3.5	3.5	3	3
5	3.00 ^a	3.00 ^a	4	2.00 ^a	3.00 ^a	2	2.00 ^a
0.876	0.943	1.174	1.135	1.174	1.08	1.229	1.265

VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0
3.6	3.4	3.5	3.6	4	4.1	3.3	3.2
3.5	3.5	3	4	4.5	4	3	3
3.00 ^a	2.00 ^a	3	2.00 ^a	5	4	2	2.00 ^a
1.174	1.174	1.179	1.265	1.247	0.738	1.337	1.033

(APPENDIX M)

Frequency Table**VAR00001**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
Total		10	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
Total		10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0

(APPENDIX M)

5	4	40.0	40.0	100.0
Total	10	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	10.0	10.0	10.0
	3	2	20.0	20.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00008

(APPENDIX M)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	1	10.0	10.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	3	30.0	30.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX M)

Valid	2	4	40.0	40.0	40.0
	3	2	20.0	20.0	60.0
	4	2	20.0	20.0	80.0
	5	2	20.0	20.0	100.0
Total		10	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	3	30.0	30.0	60.0
	4	1	10.0	10.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	3	30.0	30.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	2	20.0	20.0	50.0
	4	3	30.0	30.0	80.0

(APPENDIX M)

5	2	20.0	20.0	100.0
Total	10	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	4	40.0	40.0	60.0
	4	1	10.0	10.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	1	10.0	10.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	20.0	20.0	20.0
	3	1	10.0	10.0	30.0
	4	2	20.0	20.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	5	50.0	50.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	40.0	40.0	40.0
	3	2	20.0	20.0	60.0
	4	1	10.0	10.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	30.0	30.0	30.0
	3	3	30.0	30.0	60.0
	4	3	30.0	30.0	90.0
	5	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

4. Second Utilization of the English Speaking Kit for “In the Canteen” Theme

```
FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR
00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR000
20 VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.
```

Frequencies

Notes		
Output Created		16-Jan-2011 12:58:00
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		<pre>FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.</pre>
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.281

[DataSet1]

(APPENDIX M)

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006
N	Valid	10	10	10	10	10	10
	Missing	0	0	0	0	0	0
Mean		4.1	4.2	4.1	4	4.1	3.9
Median		4	4	4	4	4	4
Mode		5	4.00 ^a	5	4	5	3
Std. Deviation		0.876	0.789	0.876	0.817	0.876	0.876
a. Multiple modes exist. The smallest value is							

VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015
10	10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0	0
4	4.1	4.1	4	3.8	3.8	3.9	4	4
4	4	4	4	4	4	4	4	4
3.00 ^a	5	4	4	3.00 ^a	3.00 ^a	3	3.00 ^a	4
0.943	0.876	0.738	0.817	0.789	0.789	0.876	0.943	0.817

VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0	0
3.9	4	3.9	4	3.8	4	4.1	4	4.1
4	4	4	4	4	4	4	4	4
3	4	3	4	3.00 ^a	3.00 ^a	5	3.00 ^a	4
0.876	0.817	0.876	0.817	0.789	0.943	0.876	0.943	0.738

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	30.0	30.0	30.0
4	3	30.0	30.0	60.0
5	4	40.0	40.0	100.0
Total	10	100.0	100.0	

(APPENDIX M)

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0

(APPENDIX M)

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	5	50.0	50.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0

(APPENDIX M)

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0

(APPENDIX M)

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	5	50.0	50.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

5. Second Utilization of the English Speaking Kit for “All Around the School” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 13:05:40
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.266
	Elapsed Time	00:00:00.234

[DataSet2]

(APPENDIX M)

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
N	Valid	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0
Mean		4.1	4.1	4.2	4	4.2	4.3	4.2
Median		4	4	4.5	4	4	4.5	4
Mode		5	5	5	4	4.00 ^a	5	4.00 ^a
Std. Deviation		0.876	0.876	0.919	0.817	0.789	0.823	0.789
a. Multiple modes exist. The smallest value is shown								

VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015
10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0
4.3	4.3	4.1	3.9	3.9	4	3.9	4
4.5	4.5	4	4	4	4	4	4
5	5	5	4	3	4	3	4
0.823	0.823	0.876	0.738	0.876	0.817	0.876	0.817

VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0	0
3.9	3.8	4	3.9	3.9	4.2	4.1	4.1	4
4	4	4	4	4	4	4	4	4
3	3.00 ^a	3.00 ^a	4	3	4.00 ^a	5	5	4
0.876	0.789	0.943	0.738	0.876	0.789	0.876	0.876	0.817

Frequency Table

VAR00001					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0

(APPENDIX M)

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	2	20.0	20.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0

(APPENDIX M)

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0

(APPENDIX M)

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	2	20.0	20.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0

(APPENDIX M)

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

6. Second Utilization of the English Speaking Kit for “Public Places” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR
00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR000
20 VAR00021 VAR00022 VAR00023 VAR00024
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 13:12:35
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.187

(APPENDIX M)

[DataSet3]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
N	Valid	10	10	10	10	10	10	10
	Missing	0	0	0	0	0	0	0
Mean		4.3	4.2	4.1	4.2	4.3	4	4.1
Median		4.5	4	4	4	4.5	4	4
Mode		5	4.00 ^a	4	4.00 ^a	5	4	5
Std. Deviation		0.8233	0.7888	0.7379	0.7888	0.8233	0.8165	0.8756
a. Multiple modes exist. The smallest value is								

VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015
10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0
4.2	4.1	4.3	3.9	3.9	3.8	3.9	4
4	4	4.5	4	4	3.5	4	4
4.00 ^a	5	5	3	3	3	4	4
0.7888	0.8756	0.8233	0.8756	0.8756	0.9189	0.7379	0.8165

VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021	VAR00022	VAR00023	VAR00024
10	10	10	10	10	10	10	10	10
0	0	0	0	0	0	0	0	0
4	4.1	3.9	3.8	3.9	4	4.1	4	4.1
4	4	4	4	4	4	4	4	4
4	5	3	3.00 ^a	4	4	5	4	5
0.8165	0.8756	0.8756	0.7888	0.7379	0.8165	0.8756	0.8165	0.8756

(APPENDIX M)

Frequency Table**VAR00001**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	5	50.0	50.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0

(APPENDIX M)

5	4	40.0	40.0	100.0
Total	10	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX M)

Valid	3	2	20.0	20.0	20.0
	4	4	40.0	40.0	60.0
	5	4	40.0	40.0	100.0
Total		10	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
Total		10	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	20.0	20.0	20.0
	4	3	30.0	30.0	50.0
	5	5	50.0	50.0	100.0
Total		10	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00012

(APPENDIX M)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	50.0	50.0	50.0
	4	2	20.0	20.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	3	30.0	30.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0

(APPENDIX M)

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	40.0	40.0	40.0
	4	4	40.0	40.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	5	50.0	50.0	80.0
	5	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

VAR00022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

(APPENDIX M)

VAR00023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	4	40.0	40.0	70.0
	5	3	30.0	30.0	100.0
Total		10	100.0	100.0	

VAR00024

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	30.0	30.0	30.0
	4	3	30.0	30.0	60.0
	5	4	40.0	40.0	100.0
Total		10	100.0	100.0	

APPENDIX N

THE RESULTS OF THE SECOND QUESTIONNAIRE FOR EVALUATION

1. First Utilization of the English Speaking Kit for “In the Canteen” Theme

```
FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE
/ORDER=ANALYSIS.
```

Frequencies

Notes		
Output Created		16-Jan-2011 13:22:50
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		<pre>FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.</pre>

(APPENDIX N)

Resources	Processor Time	00:00:00.109
	Elapsed Time	00:00:00.375

[DataSet4]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N	Valid	22	22	22	22	22	22	22	22	22
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.8182	4.1364	4	3.6364	3.7273	3.8182	3.4091	3.6364	3.3182
Median		4	4	4	4	4	4	3	4	3
Mode		4	4	5	3.00 ^a	4	5	3	3.00 ^a	3
Std. Deviation		0.958	0.7743	1.1127	1.0022	1.1622	1.1396	1.0076	1.0022	1.0414
a. Multiple modes exist. The smallest value is										

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
3.6364	3.9091	3.2273	3.7273	3.2273	3.4091	3.4091	4	3.9091	4	4	4.1364
4	4	3	4	3	3	3	4	4	4	4	4
4	5	3	3	2	2.00 ^a	2.00 ^a	4	5	5	5	5
1.1358	1.065	1.0204	0.9847	1.066	1.1406	1.1406	0.8165	1.065	1.069	1.1127	0.9409

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	9.1	9.1	9.1
3	6	27.3	27.3	36.4
4	8	36.4	36.4	72.7
5	6	27.3	27.3	100.0
Total	22	100.0	100.0	

VAR00002

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	4	18.2	18.2	31.8
	4	5	22.7	22.7	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	7	31.8	31.8	45.5
	4	7	31.8	31.8	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	18.2	18.2	18.2
	3	5	22.7	22.7	40.9
	4	7	31.8	31.8	72.7

(APPENDIX N)

5	5	22.7	22.7	95.5
6	1	4.5	4.5	100.0
Total	22	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	18.2	18.2	18.2
3	4	18.2	18.2	36.4
4	6	27.3	27.3	63.6
5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

VAR00007

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	18.2	18.2	18.2
3	9	40.9	40.9	59.1
4	5	22.7	22.7	81.8
5	4	18.2	18.2	100.0
Total	22	100.0	100.0	

VAR00008

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	13.6	13.6	13.6
3	7	31.8	31.8	45.5
4	7	31.8	31.8	77.3
5	5	22.7	22.7	100.0
Total	22	100.0	100.0	

(APPENDIX N)

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	9	40.9	40.9	63.6
	4	4	18.2	18.2	81.8
	5	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	4	18.2	18.2	40.9
	4	7	31.8	31.8	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	4	18.2	18.2	31.8
	4	7	31.8	31.8	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX N)

Valid	2	6	27.3	27.3	27.3
	3	8	36.4	36.4	63.6
	4	5	22.7	22.7	86.4
	5	3	13.6	13.6	100.0
Total		22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	8	36.4	36.4	45.5
	4	6	27.3	27.3	72.7
	5	6	27.3	27.3	100.0
Total		22	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	6	27.3	27.3	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
Total		22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	27.3	27.3	27.3
	3	6	27.3	27.3	54.5
	4	5	22.7	22.7	77.3

(APPENDIX N)

5	5	22.7	22.7	100.0
Total	22	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	27.3	27.3	27.3
	3	6	27.3	27.3	54.5
	4	5	22.7	22.7	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	4	18.2	18.2	31.8
	4	7	31.8	31.8	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00019

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	6	27.3	27.3	36.4
	4	4	18.2	18.2	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	4	18.2	18.2	31.8
	4	5	22.7	22.7	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	5	22.7	22.7	27.3
	4	6	27.3	27.3	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

2. First Utilization of the English Speaking Kit for “All Around the School” Theme

```
FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR
00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR000
20 VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.
```

Frequencies

Notes		
Output Created		16-Jan-2011 13:31:35
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	22
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		<pre>FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.</pre>
Resources	Processor Time	00:00:00.046
	Elapsed Time	00:00:00.157

(APPENDIX N)

[DataSet5]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N	Valid	22	22	22	22	22	22	22	22	22
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.7273	4.2273	4.1364	3.8182	3.9091	3.7273	3.4091	3.8182	3.4091
Median		4	4	4	4	4	4	3.5	4	3.5
Mode		3	4.00 ^a	5	3.00 ^a	3.00 ^a	5	2	3	4
Std. Deviation		0.9847	0.7516	0.8336	1.0065	0.9211	1.1205	1.1816	0.8528	1.0076

a. Multiple modes exist. The smallest value is shown.

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
3.2273	3.8182	3.1364	3.9091	3	3.2273	3.5	4.1364	4.0455	4.0455	4.0455	4.1364
3	4	3	4	3	3	3.5	4	4	4	4	4
2.00 ^a	3.00 ^a	2	3.00 ^a	3	2	3.00 ^a	4	4	5	4.00 ^a	4
1.1098	1.0065	1.1253	0.8112	0.7559	1.066	1.102	0.7743	0.7854	0.8439	0.8985	0.7743

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	8	36.4	36.4	45.5
	4	6	27.3	27.3	72.7
	5	6	27.3	27.3	100.0
Total		22	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	18.2	18.2	18.2
	4	9	40.9	40.9	59.1

(APPENDIX N)

5	9	40.9	40.9	100.0
Total	22	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	7	31.8	31.8	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	7	31.8	31.8	36.4
	4	7	31.8	31.8	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00006

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	18.2	18.2	18.2
	3	5	22.7	22.7	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	4	18.2	18.2	50.0
	4	6	27.3	27.3	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	45.5	45.5	45.5
	4	6	27.3	27.3	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	6	27.3	27.3	50.0
	4	8	36.4	36.4	86.4

(APPENDIX N)

5	3	13.6	13.6	100.0
Total	22	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	7	31.8	31.8	63.6
	4	4	18.2	18.2	81.8
	5	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	7	31.8	31.8	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	40.9	40.9	40.9
	3	4	18.2	18.2	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	27.3	27.3	27.3
	3	10	45.5	45.5	72.7
	4	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	6	27.3	27.3	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	6	27.3	27.3	50.0

(APPENDIX N)

4	6	27.3	27.3	77.3
5	5	22.7	22.7	100.0
Total	22	100.0	100.0	

VAR00017

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	5	22.7	22.7	22.7
4	9	40.9	40.9	63.6
5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

VAR00018

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	27.3	27.3	27.3
4	9	40.9	40.9	68.2
5	7	31.8	31.8	100.0
Total	22	100.0	100.0	

VAR00019

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	7	31.8	31.8	31.8
4	7	31.8	31.8	63.6
5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

VAR00020

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	5	22.7	22.7	27.3
	4	8	36.4	36.4	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

3. First Utilization of the English Speaking Kit for “Public Places” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR
00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR000
20 VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

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Frequencies

Notes		
Output Created		16-Jan-2011 13:39:10
Comments		
Input	Active Dataset	DataSet6
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.015
	Elapsed Time	00:00:00.422

(APPENDIX N)

[DataSet6]

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N Valid	22	22	22	22	22	22	22	22	22
Missing	0	0	0	0	0	0	0	0	0
Mean	4.0455	4.2273	4.1364	3.8182	3.6364	3.7273	3.5	3.6364	3.4091
Median	4	4	4	4	4	4	4	4	3
Mode	4.00 ^a	5	4	4.00 ^a	3.00 ^a	5	4	5	2.00 ^a
Std. Deviation	0.8985	0.8125	0.7743	1.0527	1.0931	1.1205	1.1443	1.177	1.1406

a. Multiple modes exist. The smallest value is shown.

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
3.636	3.818	3.227	3.227	3.409	4	3.909	4	4	4.136	3.136	3.227
4	4	3	3	3	4	4	4	4	4	3	3
5	3.00 ^a	2	2	3	5	3.00 ^a	4	5	5	2.00 ^a	2
1.177	1.006	1.066	1.066	1.054	0.926	0.971	0.817	0.976	0.834	0.99	1.066

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	4.5	4.5	4.5
3	5	22.7	22.7	27.3
4	8	36.4	36.4	63.6
5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

(APPENDIX N)

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	5	22.7	22.7	36.4
	4	7	31.8	31.8	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	18.2	18.2	18.2
	3	6	27.3	27.3	45.5
	4	6	27.3	27.3	72.7

(APPENDIX N)

5	6	27.3	27.3	100.0
Total	22	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	18.2	18.2	18.2
	3	5	22.7	22.7	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	27.3	27.3	27.3
	3	4	18.2	18.2	45.5
	4	7	31.8	31.8	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	5	22.7	22.7	45.5
	4	5	22.7	22.7	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	27.3	27.3	27.3
	3	6	27.3	27.3	54.5
	4	5	22.7	22.7	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	5	22.7	22.7	45.5
	4	5	22.7	22.7	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	7	31.8	31.8	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX N)

Valid	2	7	31.8	31.8	31.8
	3	6	27.3	27.3	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
Total		22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	6	27.3	27.3	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
Total		22	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	22.7	22.7	22.7
	3	7	31.8	31.8	54.5
	4	6	27.3	27.3	81.8
	5	4	18.2	18.2	100.0
Total		22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	6	27.3	27.3	31.8
	4	7	31.8	31.8	63.6

(APPENDIX N)

5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	8	36.4	36.4	40.9
	4	5	22.7	22.7	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	7	31.8	31.8	36.4
	4	5	22.7	22.7	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00019

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	7	31.8	31.8	63.6
	4	6	27.3	27.3	90.9
	5	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	31.8	31.8	31.8
	3	6	27.3	27.3	59.1
	4	6	27.3	27.3	86.4
	5	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

4. Second Utilization of the English Speaking Kit for “In the Canteen” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

		Notes
Output Created		16-Jan-2011 16:07:52
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.046
	Elapsed Time	00:00:00.032

(APPENDIX N)

[DataSet0]

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N	Valid	22	22	22	22	22	22	22	22	22
	Missing	0	0	0	0	0	0	0	0	0
Mean		4	4.2273	4.1364	3.7273	3.7273	3.9091	4	3.8182	3.9091
Median		4	4	4	4	4	4	4	4	4
Mode		5	4.00 ^a	5	4.00 ^a	5	5	5	4.00 ^a	3
Std. Deviation		1.0235	0.7516	0.8336	1.1622	1.1205	1.1088	1.0235	1.0527	0.8679

a. Multiple modes exist. The smallest value

is shown.

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
3.8182	3.9091	4.0455	3.9091	3.6364	4.1364	4.2273	4	4.2273	4.2273	4.1364	4.1364
4	4	4	4	4	4	4	4	4	4	4	4
3.00 ^a	4	5	3	3.00 ^a	5	5	5	5	5	4	5
1.0065	0.9715	0.8439	0.8679	1.0931	0.8336	0.8125	0.9258	0.8125	0.8125	0.7743	0.8336

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	5	22.7	22.7	31.8
	4	6	27.3	27.3	59.1
	5	9	40.9	40.9	100.0
Total		22	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	18.2	18.2	18.2
	4	9	40.9	40.9	59.1

(APPENDIX N)

5	9	40.9	40.9	100.0
Total	22	100.0	100.0	

VAR00003

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	27.3	27.3	27.3
4	7	31.8	31.8	59.1
5	9	40.9	40.9	100.0
Total	22	100.0	100.0	

VAR00004

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	22.7	22.7	22.7
3	3	13.6	13.6	36.4
4	7	31.8	31.8	68.2
5	7	31.8	31.8	100.0
Total	22	100.0	100.0	

VAR00005

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	18.2	18.2	18.2
3	5	22.7	22.7	40.9
4	6	27.3	27.3	68.2
5	7	31.8	31.8	100.0
Total	22	100.0	100.0	

VAR00006

	Frequency	Percent	Valid Percent	Cumulative Percent
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(APPENDIX N)

Valid	2	3	13.6	13.6	13.6
	3	5	22.7	22.7	36.4
	4	5	22.7	22.7	59.1
	5	9	40.9	40.9	100.0
Total		22	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	5	22.7	22.7	31.8
	4	6	27.3	27.3	59.1
	5	9	40.9	40.9	100.0
Total		22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	13.6	13.6	13.6
	3	5	22.7	22.7	36.4
	4	7	31.8	31.8	68.2
	5	7	31.8	31.8	100.0
Total		22	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0

(APPENDIX N)

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	7	31.8	31.8	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	9.1	9.1	9.1
	3	5	22.7	22.7	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	7	31.8	31.8	63.6

(APPENDIX N)

5	8	36.4	36.4	100.0
Total	22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	18.2	18.2	18.2
	3	6	27.3	27.3	45.5
	4	6	27.3	27.3	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00016

(APPENDIX N)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.5	4.5	4.5
	3	6	27.3	27.3	31.8
	4	7	31.8	31.8	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
Total		22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
Total		22	100.0	100.0	

(APPENDIX N)

5. Second Utilization of the English Speaking Kit for “All Around the School” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 16:13:38
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.062

(APPENDIX N)

Notes		
Output Created		16-Jan-2011 16:13:38
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.062
	Elapsed Time	00:00:00.047

[DataSet1]

(APPENDIX N)

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N	Valid	22	22	22	22	22	22	22	22	22
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.2273	4.1364	4.2273	3.9091	4	3.9091	3.9091	4	3.9091
Median		4	4	4	4	4	4	4	4	4
Mode		5	5	5	3.00 ^a	3.00 ^a	3	3	4	3
Std. Deviation		0.8125	0.8336	0.8125	0.8112	0.8729	0.8679	0.8679	0.8165	0.8679

a. Multiple modes exist. The smallest value

is shown.

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
4.1364	4	3.9091	3.9091	4	3.8182	4.1364	4.1364	4.1364	4	4	4.2273
4	4	4	4	4	4	4	4	4	4	4	4
5	4	3	3.00 ^a	3.00 ^a	3	5	5	5	4	4	4.00 ^a
0.8336	0.8165	0.8679	0.8112	0.8729	0.795	0.8336	0.8336	0.8336	0.8165	0.8165	0.7516

Frequency Table

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	6	27.3	27.3	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0

(APPENDIX N)

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	6	27.3	27.3	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	6	27.3	27.3	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	8	36.4	36.4	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0

(APPENDIX N)

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	18.2	18.2	18.2
	4	9	40.9	40.9	59.1
	5	9	40.9	40.9	100.0
Total		22	100.0	100.0	

(APPENDIX N)

6. Second Utilization of the English Speaking Kit for “Public Places” Theme

```

FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR000
06 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VA
R00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
VAR00021
/STATISTICS=STDDEV MEAN MEDIAN MODE

/ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		16-Jan-2011 16:18:27
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.031

(APPENDIX N)

Notes

Output Created		16-Jan-2011 16:18:27
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	22
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 /STATISTICS=STDDEV MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.015

(APPENDIX N)

[DataSet2]

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009
N Valid	22	22	22	22	22	22	22	22	22
Missing	0	0	0	0	0	0	0	0	0
Mean	4.1364	4.3182	4.2273	3.9091	3.8182	3.8182	3.9091	3.8182	4
Median	4	4	4	4	4	4	4	4	4
Mode	5	5	5	3.00 ^a	3	3	3.00 ^a	3	4
Std. Deviation	0.8336	0.7162	0.8125	0.8112	0.795	0.795	0.8112	0.795	0.8165

a. Multiple modes exist. The smallest value is shown.

VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
22	22	22	22	22	22	22	22	22	22	22	22
0	0	0	0	0	0	0	0	0	0	0	0
4.1364	4.1364	4	4.1364	4	4	3.9091	4.1364	4.0455	4.1364	4	4.2273
4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	5	4	4	3.00 ^a	5	5	5	4	5
0.7743	0.7743	0.8165	0.8336	0.8165	0.8165	0.8112	0.8336	0.8439	0.8336	0.8165	0.8125

Frequency Table

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	27.3	27.3	27.3
4	7	31.8	31.8	59.1
5	9	40.9	40.9	100.0
Total	22	100.0	100.0	

VAR00002

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	13.6	13.6	13.6
4	9	40.9	40.9	54.5
5	10	45.5	45.5	100.0
Total	22	100.0	100.0	

(APPENDIX N)

VAR00003

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

VAR00004

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00005

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	8	36.4	36.4	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	8	36.4	36.4	77.3
	5	5	22.7	22.7	100.0

(APPENDIX N)

VAR00006

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	8	36.4	36.4	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00007

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

VAR00008

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	40.9	40.9	40.9
	4	8	36.4	36.4	77.3
	5	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

VAR00009

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00010

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00011

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	9	40.9	40.9	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0

(APPENDIX N)

VAR00013

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00014

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

VAR00016

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	36.4	36.4	36.4
	4	8	36.4	36.4	72.7
	5	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

(APPENDIX N)

VAR00017

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00018

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	7	31.8	31.8	63.6
	5	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

VAR00019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	27.3	27.3	27.3
	4	7	31.8	31.8	59.1
	5	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0

(APPENDIX N)

VAR00020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	31.8	31.8	31.8
	4	8	36.4	36.4	68.2
	5	7	31.8	31.8	100.0
Total		22	100.0	100.0	

VAR00021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	22.7	22.7	22.7
	4	7	31.8	31.8	54.5
	5	10	45.5	45.5	100.0
Total		22	100.0	100.0	

APPENDIX O

THE RESULTS OF OBSERVATION

1. First Utilization of the English Speaking Kit for “In the Canteen” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.
Explanations in the second row are the data taken from the second observer**

Summary Data from Part A

No .	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	12	10	Sebagian siswa hanya mengobrol dengan teman.
				Sebagian siswa kurang bersemangat.
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>	13	9	Sebagian siswa terlihat malu malu saat melakukan kegiatan tersebut.

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				Sebagian siswa kurang percaya diri saat melakukan kegiatan tersebut.
3.	Siswa merasa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>	15	7	Sebagian siswa masih terlihat malu. Sebagian siswa merasa kebingungan .
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	7	15	Hal ini terjadi karena siswa bisa berkomunikasi dua arah antar teman. Siswa yang melakukan kegiatan terlihat senang dan antusias.
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	8	14	Siswa tidak langsung melakukan kegiatan setelah diberi perintah. Siswa kebingungan karena tidak memperhatikan penjelasan dan tidak mengerti instruksi dari guru
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	10	12	Sebagian berbicara dengan teman Siswa kurang waktu untuk melakukan kegiatan karena mereka belum terbiasa.
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Sesuai Sudah sesuai
8.	Siswa memahami media dan dialog yang diberikan	15	7	Sebagian siswa belum terbiasa. Sebagian siswa berbicara dengan teman dan tidak memperhatikan.

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9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	14	7	Sebagian siswa hanya duduk tidak melakukan kegiatan
				Sebagian siswa bercakap-cakap sesuai dengan instruksi
10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok	22		Sesuai
				Sudah sesuai
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)	17	5	Sebagian besar siswa mengobrol dengan teman yang lain.
				Siswa berusaha menjawab walaupun kurang tepat.
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	9	13	Sebagian besar siswa harus dibantu oleh guru.
				Siswa berusaha mentaati aturan main dalam sesi games.
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	16	6	Sebagian siswa kurang percaya diri saat melakukan kegiatan tersebut.
				Sebagian siswa kurang antusias
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup mewakili
				Cukup
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		2	Saran yang membantu
				Saran yang diberikan sangat membantu siswa dalam melakukan kegiatan
16.	Guru memberikan feedback	22		Membimbing siswa dalam melakukan

(APPENDIX O)

	dengan jelas			kegiatan
				Siswa merasa terbantu
17.	Guru memberikan keterangan tentang perintah dengan jelas	11	11	Masih ada sebagian siswa yang bingung, harus diulang dua sampai tiga kali
				Siswa sebagian besar tidak memperhatikan guru

Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

Sudah cukup baik
Kegiatannya sudah membuat siswa berbicara, tapi perlu ada perbaikan pada manajemen kelas dan alokasi waktu

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

Media sudah bagus, cukup menarik. Hanya pada media flash cards ukurannya terlalu kecil. Siswa yang duduk dibagian belakang merasa kesulitan.
-Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.

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2. First Utilization of the English Speaking Kit for “All Around the School” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.
Explanations in the second row are the data taken from the second observer**

Summary Data from Part A

No .	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	16	6	Sebagian siswa masih berbicara dengan teman.
				Sebagian siswa memperhatikan, tetapi juga mengobrol dengan teman.
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Sebagian siswa kurang percaya diri.
				Sebagian siswa antusias melakukan kegiatan.
3.	Siswa merasa terbantu untuk	16	6	Sebagian siswa merasa kebingungan .

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	berbicara, dengan adanya <i>Speaking Kits</i>			Sebagian siswa kurang memperhatikan.
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	15	7	Sebagian siswa mengeluh. Sebagian siswa bersemangat melakukan kegiatan.
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	14	8	Sebagian siswa sudah mengerti. Sebagian siswa perlu dibimbing.
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	16	6	Sebagian siswa melakukan kegiatan sambil bercanda dengan teman. Sebagian siswa melakukan sesuai yang diinstruksikan.
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Cukup mewakili Sesuai
8.	Siswa memahami media dan dialog yang diberikan	15	7	Sebagian siswa kurang memperhatikan. Sebagian siswa belum terbiasa.
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	15	7	Sebagian siswa berbicara dengan bahasa Indonesia dan Inggris. Sebagian siswa melakukan kegiatan tersebut.
10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok	22		Sesuai Mewakili
11.	Siswa yang diajak berbicara	17	5	Siswa memahami.

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	(<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)			Siswa kurang memperhatikan.
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	11	11	Sebagian siswa melakukan kegiatan tersebut. Sebagian besar siswa harus dibantu oleh guru.
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	13	9	Sebagian siswa berbicara dengan bahasa Indonesia dan Inggris. Siswa yang kurang percaya diri berbicara dengan bahasa Indonesia
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup mewakili Cukup
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		22	Saran yang membantu Saran yang diberikan sangat membantu siswa dalam
16.	Guru memberikan feedback dengan jelas	22		Siswa terbantu Membimbing siswa
17.	Guru memberikan keterangan tentang perintah dengan jelas	11	11	Masih ada sebagian siswa yang bingung, harus diulang dua sampai tiga kali Siswa sebagian tidak memperhatikan guru

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Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

-Ada peningkatan dibanding unit 1

-Cukup baik. Namun masih tetap ada perbaikan pada beberapa media yang digunakan dalam kits.

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

Media sudah bagus, cukup menarik. Sebaiknya diberi tambahan instruksi berbahasa Indonesia.
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-Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.
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(APPENDIX O)

3. First Utilization of the English Speaking Kit for “Public Places” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.
Explanations in the second row are the data taken from the second observer**

Summary Data from Part A

No	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	17	5	Sebagian siswa mengobrol tentang hal diluar topik pelajaran
				Sebagian siswa memperhatikan, tetapi juga mengobrol dengan teman.
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>	18	4	Sebagian siswa antusias melakukan kegiatan.
				Sebagian siswa merasa kebingungan.

(APPENDIX O)

3.	Siswa merasa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>	18	4	Sebagian siswa kurang memperhatikan.
				Beberapa siswa merasa kebingungan.
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa antusias.
				Siswa bersemangat.
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	14	8	Sebagian siswa sudah mengerti.
				Siswa kebingungan karena tidak memperhatikan penjelasan dan tidak mengerti instruksi dari guru
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	17	5	Siswa kurang waktu untuk melakukan kegiatan karena mereka belum terbiasa.
				Sebagian siswa melakukan sesuai yang diinstruksikan.
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Sesuai
				Cukup
8.	Siswa memahami media dan dialog yang diberikan	18	4	Siswa memahami
				Sebagian siswa kurang memperhatikan.
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	17	5	Sebagian siswa melakukan sesuai yang diinstruksikan.
				Sebagian siswa berbicara dengan bahasa Indonesia dan Inggris.
10.	Pada sesi presentasi siswa	22		Cukup

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	mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok			Cukup
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)	18	4	Beberapa siswa kurang memperhatikan. Siswa memahami.
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	15	7	Sebagian siswa melakukan kegiatan tersebut. Beberapa siswa harus dibantu oleh guru.
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	15	7	Siswa kurang percaya diri. Sebagian siswa berbicara dengan bahasa Indonesia dan Inggris.
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup mewakili Cukup
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		1	Saran yang diberikan sangat membantu siswa dalam melakukan kegiatan Saran yang membantu
16.	Guru memberikan feedback dengan jelas	16	6	Siswa merasa terbantu Membimbing siswa
17.	Guru memberikan keterangan tentang perintah dengan jelas	16	6	Siswa sebagian tidak memperhatikan guru Masih ada sebagian siswa yang bingung

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Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

-Ada peningkatan dibanding implementasi unit 2
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-Lumayan. Siswa sudah mulai bisa diajak memperhatikan pelajaran Bahasa Inggris
--

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

-Media sudah bagus, cukup menarik hanya lebih kepada instruksinya

- Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.

(APPENDIX O)

4. Second Utilization of the English Speaking Kit for “In the Canteen” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.
Explanations in the second row are the data taken from the second observer**

Summary Data from Part A

No	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	19	3	Siswa menyimak pelajaran dengan sungguh-sungguh
				Beberapa hanya mengobrol dengan teman sebangkunya
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>	18	4	Siswa terlihat lebih percaya diri
				Sebagian siswa masih malu
3.	Siswa merasa terbantu untuk	18	4	Siswa merasa terbantu

(APPENDIX O)

	berbicara, dengan adanya <i>Speaking Kits</i>			Sebagian siswa masih malu
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa terlihat senang dan antusias. Hal ini terjadi karena siswa bisa berkomunikasi dua arah antar teman
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	18	4	Siswa tidak langsung melaksanakan kegiatan setelah diberi perintah Siswa melaksanakan kegiatan benar karena memperhatikan penjelasan dan mengerti instruksi yang dijelaskn oleh guru
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	17	5	Sebagian berbicara dengan teman Siswa kurang waktu untuk melakukan kegiatan menggunakan <i>Speaking Kits</i>
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Sesuai Sesuai
8.	Siswa memahami media dan dialog yang diberikan	18	4	Siswa memahami media dan dialog yang diberikan Beberapa siswa merasa kabinngungan
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	19	3	Siswa kurang percaya diri. Sebagian siswa berbicara dengan bahasa Inggris.

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10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok	22		Cukup
				Cukup
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)	18	4	Siswa berusaha menjawab walaupun kurang tepat.
				Sebagian besar siswa mengobrol dengan teman yang lain.
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	16	6	Siswa berusaha mentaati aturan main dalam sesi games.
				Beberapa siswa harus dibantu oleh guru.
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	15	7	Siswa terlihat antusias menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>
				Sebagian siswa kurang percaya diri saat melakukan kegiatan tersebut.
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup mewakili
				Cukup
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		2	Saran yang membantu
				Saran yang membantu
16.	Guru memberikan feedback dengan jelas	22		Membimbing siswa dalam melakukan kegiatan

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				Siswa merasa terbantu
17.	Guru memberikan keterangan tentang perintah dengan jelas	13	9	Masih ada sebagian siswa yang bingung
				Beberapa siswa tidak memperhatikan guru

Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

-Ada peningkatan dibanding implementasi draft 1

-Lumayan. Siswa sudah mulai bisa diajak memperhatikan pelajaran Bahasa Inggris
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20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

-Media sudah bagus, cukup menarik hanya lebih kepada instruksinya

- Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.

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5. Second Utilization of the English Speaking Kit for “All Around the School” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.**
Explanations in the second row are the data taken from the second observer

Summary Data from Part A

No .	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	17	5	Sebagian siswa menyimak pelajaran, tetapi kadang-kadang mengobrol dengan teman sebangku
				Siswa menyimak pelajaran
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam	18	4	Siswa yang kurang percaya diri belum memahami

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	<i>Speaking Kits</i>			Siswa terlihat lebih percaya diri
3.	Siswa merasa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>	18	4	Sebagian siswa kurang memperhatikan. Siswa merasa terbantu
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa antusias. Siswa bersemangat.
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	18	4	Beberapa siswa kebingungan karena tidak memperhatikan penjelasan dan tidak mengerti instruksi dari guru Siswa melaksanakan kegiatan dengan benar
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	17	5	Sebagian siswa melakukan sesuai yang diinstruksikan. Sebagian berbicara dengan teman
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Sudah sesuai Sesuai
8.	Siswa memahami media dan dialog yang diberikan	18	4	Siswa memahami media dan dialog yang diberikan Beberapa siswa merasa kabinungan
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	19	3	Sebagian siswa berbicara dengan bahasa Inggris. Beberapa siswa kurang percaya diri.

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10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok	22		Cukup
				Cukup
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)	18	4	Sebagian siswa mengerti.
				Siswa berusaha menjawab walaupun kurang tepat
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa berusaha mentaati aturan main dalam sesi games.
				Beberapa siswa harus dibantu oleh guru.
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	16	6	Siswa terlihat antusias menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>
				Siswa berusaha walaupun kurang tepat
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup mewakili
				Cukup
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		3	Saran yang membantu
				Saran yang membantu
16.	Guru memberikan feedback dengan jelas	22		Siswa merasa terbantu
				Membimbing siswa dalam melakukan kegiatan

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17.	Guru memberikan keterangan tentang perintah dengan jelas	15	7	Masih ada sebagian siswa yang bingung
				Beberapa siswa tidak memperhatikan guru

Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

-Ada peningkatan dibanding implementasi draft 1. Siswa sudah mulai bisa menggunakan ekspresi dalam Bahasa Inggris

- Siswa sudah mulai bisa diajak memperhatikan pelajaran Bahasa Inggris

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

-Media sudah bagus, cukup menarik hanya lebih kepada instruksinya

- Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.

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6. Second Utilization of the English Speaking Kit for “Public Places” Theme

Data of the Observer:

1. The first observer (The English teacher of Mejing Elementary School)

Name : Noviana Restuti, S.Pd

Education : S1 degree in Ahmad Dahlan University

2. The second observer (The researcher)

Name : Riza Indah Pramesti

Education : A student of English Education Department of Yogyakarta

State University

*** Explanations in the first row are the data taken from the first observer.
Explanations in the second row are the data taken from the second observer**

Summary Data from Part A

No .	Pernyataan	Frekwensi jumlah siswa		Uraian
		YES	NO	
1.	Siswa menyimak pelajaran dengan menggunakan <i>Kits</i> secara sungguh-sungguh	18	4	Siswa menyimak pelajaran
				Sebagian siswa menyimak pelajaran, tetapi kadang-kadang mengobrol dengan teman sebangku
2.	Siswa terlihat percaya diri saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa terlihat percaya diri saat melakukan kegiatan
				Siswa yang kurang percaya diri belum memahami

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3.	Siswa merasa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>	18	4	Sebagian siswa terbantu untuk berbicara, dengan adanya <i>Speaking Kits</i>
				Sebagian siswa kurang memperhatikan.
4.	Siswa terlihat bosan saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa bersemangat.
				Siswa tidak bosan saat melakukan kegiatan
5.	Siswa melaksanakan kegiatan menggunakan <i>Speaking Kits</i> dengan benar	17	5	Siswa melaksanakan kegiatan dengan benar
				Beberapa siswa kebingungan karena tidak memperhatikan penjelasan dan tidak mengerti instruksi dari guru
6.	Siswa dapat melakukan kegiatan menggunakan <i>Speaking Kits</i> sesuai waktu yang telah ditentukan	17	5	Sebagian berbicara dengan teman
				Siswa melaksanakan kegiatan
7.	Gambar, permainan, dan aktivitas yang diberikan sesuai dengan topik pembelajaran	22		Cukup sesuai
				Sesuai
8.	Siswa memahami media dan dialog yang diberikan	18	4	Siswa memahami media dan dialog yang diberikan
				Beberapa siswa merasa kabingungan
9.	<i>Speaking Kits</i> benar-benar membuat mereka berbicara menggunakan Bahasa Inggris di dalam kelas	19	3	Sebagian siswa berbicara dengan bahasa Inggris.
				Beberapa siswa kurang percaya diri.

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10.	Pada sesi presentasi siswa mendapatkan latihan yang cukup untuk menuju ketahap kegiatan individual/berkelompok	22		Cukup
				Cukup
11.	Siswa yang diajak berbicara (<i>addreser</i>) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara (<i>addressee</i>)	19	4	Sebagian siswa merasa kebingungan
				Sebagian siswa mengerti.
12.	Setiap siswa melakukan perannya masing-masing pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Beberapa siswa harus dibantu oleh guru.
				Sebagian siswa merasa kebingungan
13.	Siswa berusaha menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>	17	5	Siswa berusaha walaupun kurang tepat
				Siswa terlihat antusias menggunakan Bahasa Inggris pada saat melakukan kegiatan dalam <i>Speaking Kits</i>
14.	Materi dalam <i>Speaking Kits</i> ini sudah cukup melatih kemampuan siswa dalam kegiatan speaking	22		Cukup
				Sesuai
15.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan tugas dalam <i>Speaking Kits</i>		3	Saran yang membantu
				Membimbing siswa
16.	Guru memberikan feedback dengan jelas	22		Membimbing siswa
				Siswa merasa terbantu
17.	Guru memberikan keterangan	16	6	Beberapa siswa tidak memperhatikan

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	tentang perintah dengan jelas			guru
				Sebagian siswa menyimak pelajaran, tetapi kadang-kadang mengobrol dengan teman sebangku

Summary Data from Part B:

18. Menurut anda bagaimanakah evaluasi seluruh penerapan *Speaking Kits* yang telah saya kembangkan di kelas 5 ini? Apakah dapat berlangsung dengan baik?

-Ada peningkatan dibanding implementasi draft 1. Siswa sudah mulai bisa menggunakan ekspresi dalam Bahasa Inggris

- Siswa sudah mulai bisa diajak memperhatikan pelajaran Bahasa Inggris

20. Apa sajakah kekurangan yang terdapat selama implementasi *Speaking Kits* yang saya kembangkan ini?

-Media sudah bagus, cukup menarik hanya lebih kepada instruksinya

- Sebaiknya tidak langsung meminta siswa melakukan kegiatan, tetapi harus diberi contoh dulu cara melakukannya.

APPENDIX P THE VIGNETTES

1. Field Note of the First Utilization for the Theme “In the Canteen”

Day : Tuesday, November 16th, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

It was the first meeting in the implementation of the developed English Speaking Kits. Before the implementation started, the English teacher told the students to pay attention toward the researcher’s partner and the researcher. The English teacher introduced the researcher to the students because the students had never been taught by the researcher and the researcher partner. The teacher told the students to follow the English lesson giving by the researcher’s partner.

The researcher’s partner was the teacher in this implementation. She taught the lesson by greeting the students. In the beginning, the teacher started the lesson by greeting “*Good morning, class*” and “*How are you, today?*” As warming up, in the beginning of the lesson, the teacher asked some questions to arouse the students’ interests toward the lesson. The question was what kind of food or drink they usually like. In chorus the students answered the questions from the teacher in English and *Bahasa Indonesia*.

After that, the students were introduced to some kinds of foods and drinks by using the flash cards. The English teacher showed some of the flash cards to the students. Here, the students seemed enthusiastic to the flash cards. Then she told the name of the flash cards presented in the class. “*Ok class, ini ada beberapa nama makanan. Who knows what it's called?*” said the teacher. When the teacher showed the flash cards in front of the class, some students who sat on the backside of the class said that the flash cards were not so clear. Moreover, they said that the words in the flash cards were not readable. The students who sat on the back part of the class said, “*Miss, Gambarnya agak buram, kurang jelas Miss*”, “*Nggak kelihatan miss*”. While showing flash cards to students, ET said, “*OK class, what is it?*” Some of the students answered, “*Miss yang belakang tidak kelihatan*”, “*Tulisannya juga kurang jelas, Miss*”. Then the teacher walked to the back side of the class while showing the cards so that the learning process runs well.

When the flash cards for theme “In the Canteen” were applied, some of the students stated that the pictures in the flash cards were strange for them. The

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students stated that they did not know the name of the foods presented in the flash cards. *Who knows what it's called?*” said the teacher, showed a flash card with the picture of cereal at the students. *“Anybody knows?”* said the teacher again. *“Ya Miss apa itu?”*, *“Iya apa itu miss?”* some students answered. Knowing the conditions, then the teacher explained to the students some foods and drinks that were not familiar. In this stage, teacher asked the students to pronounce the names of foods and drinks.

After the teacher presented the flash cards to the students, she played the song by using the CD player that was available in that school. When the teacher presented the *“Do You like Ice Cream?”* song to the students, they seemed happy and excited to the songs. Some of them stated, *“Asik.. ini mau nyanyi ya Miss?”* Although the students were not accustomed to sing the song, they tried to follow the teacher. Then, teacher continued, *“Come on class, let’s sing together, follow me.”* Several students argued that the recording of the song was less loud. Ss said, *“Miss kurang keras suaranya”*.

While singing the song, the teacher used hand puppets as models to introduce the language expressions contained in the song. Then the teacher explained some expressions that were used in the song. When teacher showed the puppets the Ss seemed excited and interested to the puppets. Some students said, *“Wah, apa itu miss?”* However, there were some students who seemed uninterested in these media. They said, *“Bonekanya bagus Miss, tapi kurang menarik”*. In chorus the teacher asked the students about their preferred foods or drinks, such as *“Do you like noodles?”*, *“Do you like coffee?”*, or *“Do you like tea?”* The teacher went around and asked some students.

In the production stage, the teacher asked the students to play a board game. The students played the game using dice, cards and board game in groups. When the game board was used the students were accustomed to utilize this media. They also stated that the game boards were not big enough. A student said, *“Miss, kurang besar ini, jadi mainya agak susah”*. When playing the game boards, some students also revealed that the layout of the game boards was less attractive. The students said, *“Gambar- gambarnya kurang bagus Miss”*. *“Iya, warnanya juga kurang banyak”* other students added. Based on the observation, the students used both Indonesian and English expressions of asking information about *likes* and *dislikes*.

Next the teacher gave examples of dialogues how to request and provide information about what they eat at breakfast by using the puppets. The teacher moved around and asked some students about what they have at breakfast. The teacher asked the students to play cards game to practice the dialogue. The students were given a card that contains several foods and drinks. They were

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asked to make a circle. One by one student asks their friends about what they eat at breakfast based on the card games orderly.

In the next, the students were asked to play *Zip Zap* game. When the game cards for the theme “In the Canteen” were tried out, some students got difficulties in using the media. The teacher distributed the game cards to the students. Some students felt confuse. They said, “*Apa ini Miss?*”, “*Maksudnya ini bagaimana Miss?*” However, some of them said, “*Warnanya kurang banyak Miss*”. The other students added, “*Iya Miss, gambarnya juga kurang jelas*”. Before the game began, many students felt confused about which expressions that they should use and the taking turns of the conversation when using the expressions. After that, the teacher explained to the students how to use this media. After knowing how to play the cards, the students continued their activities. Some students smiled and looked happy in doing the game. Whole students did the “Zip zap” game enthusiastically. In the end of the lesson, the teacher gave the third questionnaire to them and asked them to complete it. Derived from the observation, in the beginning of the utilization of the kits, some students seemed confuse with the instructions supported in the speaking kits that were delivered by the teacher.

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2. Field Note of the First Utilization for the Theme “All around the School”

Day : Tuesday, November 23rd, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

The teacher started the lesson by greeting the students. As a warming up, the students were directed to set their minds under the theme “All around the School”. The teacher asked a question to all of the students. The question was what kind things they usually bring to the school. In chorus the students answered the questions from the teacher in English and *Bahasa Indonesia*. They said: “*pencil, pen, penggaris, Miss*”.

After that, the students were introduced to some kinds of things in the classroom by using the flash cards. The English teacher showed some of the flash cards to the students. Then she told the name of the flash cards presented in the class. Similar with the previous utilization, when the teacher showed the flash cards in front of the class, some of the students said that the flash cards were not clear enough. Some students who sat on the back part of the class spontaneously said, “*Yah Miss, gambarnya nggak kelihatan seperti kemarin Miss*”, “*Iya Miss nggak kelihatan*” the other students added. The students who sat on the backside of the class stated that the pictures and the words in the flash cards were not readable. Then the teacher walked to the back side of the class while showing the cards so that the learning process runs well.

After the teacher presented the flash cards to the students, she played the song by using the CD player that was available in that school. When the teacher presented the “Can I Borrow Your Pencil?” song to the students, they seemed happy and excited to the songs. Some of them said, “*Asik.. nyanyi lagi...*”. Then, teacher continued, “*Come on class, tirukan Miss menyanyi, seperti kemarin ya..*”. While singing the song, the teacher used hand puppets as models to introduce the language expressions contained in the song. Then the teacher explained some expressions that were used in the song.

In the practice session, in chorus the teacher asked the students about things in the classroom. The teacher moved around and asked some students. The teacher asked the students about things in the classroom randomly by asking “*Can I borrow your...?*” In this phase, the students had to give and ask the things back by using the expressions of give and ask for things in the classroom.

In the next stage, the teacher asked the students to play a quartet game. The students were given quartet cards that contain several things in the classroom. The

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students play the “Borrow game” with their friend based on the card that they get. The teacher asked the students to make a group of four. The teacher distributed the game cards to the students, some students attracted to the cards. Most of the students also understand how to play "Borrow game" with the game cards. However, in the middle of a game a few students said, “*Miss, ini kok warnanya kurang banyak?*” Some of the students suggested the teacher to make the cards more colorful than before. When the game cards for the theme “All around the School” were practiced, the students said that the pictures in the game cards were good. However, some students stated that the layouts of the game cards were not so interesting for them.

Next the teacher asked the students the favorite place to go at breaking time. The students answered the teacher’s questions enthusiastically. They spoke up their favorite place to the teacher. After that, the teacher showed some flash cards contained some places in the school. The teacher asked the students to pronounce the names of rooms in the school. Then, the teacher gave examples of dialogues how to use the politeness expressions of asking permission. To arouse the students’ interest, the teacher asked the students. She asked in Indonesia Language: “*Hayo students,, anybody know? siapa yang tahu bagaimana cara meminta ijin?*” Then, the teacher gave the example of the expressions of asking permission by utilizing the puppets as the models. As the practice, the teacher asked the students to play the game to practice the dialogue. The teacher sticks some pictures of rooms in the school on the board. The students are given card of the room that they have to go. The students request permission based on their cards.

In the production, the teacher asked the students to play a board game using dice, cards and board game in groups. The teacher asked the students to make a group of five. Then she explained the role of the game. Derived from the observation, some students were accustomed to utilize this media. It was because they did this game in the previous theme. When the game boards were used, some of the students said that the boards were not so big. Some of them said: “*Wah cilik banget to kotake*”. In the end of the lesson, the teacher gave the third questionnaire to them and asked them to complete it. During the implementation of this theme, the students were viewed to get pleasure from doing the activities.

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3. Field Note of the First Utilization for the Theme “Public Places”

Day : Tuesday, November 30th, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

As usual, the teacher started the lesson by greeting the students. The teacher, directly, brought them into the warming up session. Here, the teacher asked the students to mention some public places. Then she asked where the location of the market is. She said: *“OK class, Miss Happy mau tanya. Kalau dari sekolah ini mau ke pasar lewat mana?”* In chorus the students answered the questions from the teacher in English and *Bahasa Indonesia*. In this process, the students’ mind was directed to the topic being learnt. The teacher showed some flash cards to the students before the activities were started. Knowing this, the students were excited with the cards. When the flash cards for the theme “Public Places” were applied, some problems were found. At the time the teacher presented the flash cards, some students said, *“Miss yang ini gambarnya juga kurang besar”*. The students who sat on the back stated, *“Iya saya yang duduk di belakang juga ndak bisa lihat Miss”*. The other students added, *“Wah yang ini gambarnya nggak menarik Miss”*. Knowing this condition, the teacher gave explanations to the students and continued the lesson. Then, the teacher asked the students to pronounce the names of public places.

After the teacher presented the flash cards to the students, she played the song by using the CD player that was available in that school. Here, the teacher presented the “Where is the school?” song to the students. The teacher asked the students to sing along and gave examples of how to ask the location of certain places. Similar with the previous meeting, the teacher used hand puppets as models to introduce the language expressions contained in the song. Using the puppets, teacher gives examples of how to ask the location of places associated with the public places. Then the teacher explained some expressions that were used in the song.

Next, the teacher showed a map to the students. When the map was shown, some students stated, *“Kok gambarnya sedikit Miss?”* The students who sat on the back stated, *“Miss, dari belakang nggak kelihatan”*, *“Iya, tulisanya juga ndak jelas”*. Knowing these, the teacher walked to the back side of the class while showing the map. She asked the students in chorus to give the direction to some public places in the map.

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In the practice, the teacher asks the students to play the board game to practice the dialogue. If the child lands on a space with a public places picture, the whole group should ask the question “Where is the...?” The students answer the question based on the picture board. If the answer is correct, the student moves forward to the place on the card. If the answer is wrong, the student does not move. When the game boards for the theme “Public Places” were applied, the problems were similar with the previous theme. In the tried out, some of the students stated that the boards were not big enough. Here, the game boards were not so colorful. Moreover, the pictures in the game boards were not so varied. Furthermore, the students said that the layout of the game boards were not attractive enough.

In the end of the lessons, the students were given map that contains several pictures of public places. In pairs, the students were asked to complete the map. The students are given different map. They ask their partner based on the map that they get. Derived from the observation, some students were assisted by the speaking kits. More than a half of the students that were observed practiced speaking with their friends by using the speaking kits.

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4. Field Note of the Second Utilization for the Theme “In the Canteen”

Day : Tuesday, December 21st, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

It was the first meeting in the second utilization of the developed English Speaking Kits. The teacher started the lesson by greeting the students “*Good morning, class*” and “*How are you, today?*” As warming up, in the beginning of the lesson, the teacher asked some questions to arouse the students’ interests toward the lesson. Here the teacher asked the students what kind of food or drink they usually like. After that, the students were introduced to some kinds of foods and drinks by using the flash cards. The English teacher showed some of the flash cards to the students. When the teacher showed the flash cards to the students, some of them spontaneously spelled the name of the things in the flash cards. When the flash cards for the theme “In the Canteen” were applied, some of the students stated that the pictures in the flash cards were big enough. The students who sat in the backside of the class stated that the words in the flash cards were viewable. The students seemed enthusiastic to the cards. Some of the students said, “*Miss, gambarnya lebih bagus*”, “*Iya Miss, gambarnya juga lebih jelas*”. The students who sat on the back stated, “*Nah, kalo besar begitu dari belakang sini gambarnya kelihatan miss*”. After that the teacher asked the students to pronounce the names of foods and drinks. In this activity, the students did not find any difficulties. Here the students produce the words in the perfect pronunciation.

After the teacher presented the flash cards to the students, she played the song by using the CD player that was available in that school. When the teacher presented the “Do You like Ice Cream?” song to the students, they seemed happy and excited to the songs. In carrying out the second draft of the songs, the students already heard the song twice. As the effect, the students more participated in singing the songs. In this second draft, the researcher added the notation of the song so that the students could learn the songs by themselves. The puppets were used as models to introduce the language expressions contained in the song. Then the teacher explained some expressions that were used in the song. When the teacher presented the puppets, some students attracted to the puppets. It could be seen from their remarks, “*Miss, bonekanya tambah bagus*,” “*Iya Miss, kaya anak SD*”.

In the next step, the students were asked to play a board game. When the second draft of the game board was used, the students were enthusiastic with these

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media. In this activity the students were able to use the expressions of asking information about *likes* and *dislikes* in English.

After doing this activity, the teacher got the students to do the next session. The puppets were used as the models to give the examples of dialogues on how to request and provide information about what they eat at breakfast. In the next phase, the students were set in a circle. Here, the students played “Zip Zap” game. They were asked to use the expressions of asking information orally. The students did the task excitedly. ‘Finally, we came to the next section that is evaluation.’ the researcher said. The students completed to administer the third questionnaire at 08.10 a.m.

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5. Field Note of the Second Utilization for the Theme “All around the School”

Day : Tuesday, December 28th, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

After the teacher greeted all students, directly she started the class as usual. The teacher asked the students to take a look at the flash cards. Some students who sat on the back part of the class spontaneously said that the cards were interesting. Moreover, students who sat on the back stated that the flash cards were big enough. They said, *“Miss, kalau ini terlihat jelas miss gambar dan tulisannya”, “Iya miss, ndak seperti yang dulu itu Miss”*. In applying the flash cards for the theme “All around the School”, the students agreed that the pictures in the flash cards were interesting and varied. At this point, the students agreed that the words in the speaking kits were readable. After that, the teacher got the students to pronounce the words in the flash cards. In this session, the students did the activity well.

Next, the teacher played the “Can I Borrow Your Pencil?” song to the students. Although this song had been implemented before, the students enthusiastically sang the song. They also had already understood the expressions delivered in that song. In the practice session, in chorus the teacher asked the students about things in the classroom. The teacher moved around and asked some students. The teacher asked the students about things in the classroom randomly by asking *“Can I borrow your...?”* In this phase, the students had to give and ask the things back by using the expressions of give and ask for things in the classroom.

In the next session, the students were set in a group of four. The students were asked to play the “Borrow” game. They were asked to use the expressions of asking and giving for things in the classroom orally by using the game cards. When the teacher distributed the game cards to the students, some of them seemed enthusiastic to the cards. This kind of games had already played by the students in their daily life. Most of them also understood how to play “Borrow game” with the game cards. At that time, some students stated that the game cards were more attractive and colorful. Based on the observation sheet, the students were seemed to be happy doing the whole activities in game.

Next the teacher asked the students the favorite place to go at breaking time. The students answered the teacher’s questions enthusiastically. They spoke up

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their favorite place to the teacher. After that, the teacher showed some flash cards contained some places in the school. The teacher asked the students to pronounce the names of rooms in the school. Here the students produce the words in the perfect pronunciation.

The puppets were used as models to give examples of dialogues how to use the politeness expressions of asking permission. After doing this activity, the teacher got the students to do the next session. The teacher asked the students to play the game to practice the dialogue. The teacher sticks some pictures of rooms in the school on the board. The students are given card of the room that they have to go. The students request permission based on their cards. The activity was done perfectly.

Next, the teacher asked the students to play a board game. When the game board was used, the students were enthusiastic with these media. During the implementation of this theme, the students were viewed happy doing the activities. They were observed produce the politeness expressions of asking permission and were able to give permissions. They knew their turn and spoke up the expressions. The researcher ended the lesson by giving the students the third questionnaire. The students complete it before they continue to study the other subject after English class.

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6. Field Note of the Second Utilization for the Theme “Public Places”

Day : Tuesday, January 4th, 2010

Time : 07.00 – 08.10 a.m.

Place : Mejing Elementary School

Class : V

Number of Students : 22 students

In the beginning, the teacher started the lesson by greeting “*Good morning, class*” and “*How are you, today?*” As warming up, in the beginning of the lesson, the teacher asked some questions to arouse the students’ interests toward the lesson. The teacher showed some flash cards of public places to the students. When the teacher showed the flash cards, the students seemed enthusiastic to the cards. In this session, some students who sat on the back part of the class participated and spelled the name presented in the cards. The students who sat on the back part of the class revealed that the flash cards were interesting than before. They said, “*Wah miss, kalau dari belakang sekarang gambarnya sudah kelihatan*”. In utilizing this media, most of the students stated that the flash cards were clear. Moreover, some students stated that the words in the flash cards were readable. The students agreed that the layouts of the flash cards were interesting. In the next session, the teacher asked the students to pronounce the names of public places. It was the second implementation so that the students did not find any difficulties. Here the students produce the words in the perfect pronunciation.

In utilizing the song, there were no problems occurred. The teacher played the song by using the CD player that was available in that school. As usual, teacher asked the students to sing along and gave examples of how to ask the location of certain places. In employing the puppets, the teacher used it as models to introduce the expressions to ask information of certain places or location. They were also used to introduce the expressions of giving the directions to a place.

Next, the teacher showed a map to the students. Based on the previous tried out, there were some points need to be evaluated. Here, the researcher had revised the contents and the words in the map. When the teacher presented the map in front of the class, the students seemed enthusiastic with this media. Some students said, “*Wah Miss, bagus sekali petanya*”, “*Iya miss, bagus*”. While pointing the map the teacher asked, “*Can you see the map, class?*” Some students who sat on the back part of the class answered, “*Yes, Miss*”. Then the teacher asked the students in chorus to give the direction to some public places in the map.

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After doing this activity, the teacher got the students to do the next session. The teacher asks the students to play the board game. The students were set in a group of four. When the second draft of the game board was used, the students were enthusiastic with these media.

In the production, the students were given map that contains several pictures of public places. In pairs, the students were asked to complete the map. The students are given different map. They ask their partner based on the map that they get. They were observed produce the expressions to ask information of certain places or location. The students were able to produce the expressions of giving the directions to a place. Finally, the class was end up. ‘Okay class. This is the last time we had. And thank you very much for your time. Hope this media will benefit you in learning English” says the researcher. ‘You are welcome’, said some of them.

APPENDIX Q
THE PICTURES DURING THE IMPLEMENTATIONS



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